

THE TIMES
Higher Education
SUPPLEMENT

Diplomatic appeal to hold fees

by John O'Leary
Two foreign diplomats broke with tradition this week and appeared before a Commons Select Committee to appeal for a change of heart over the proposed increases in overseas students' fees.

Protocol has previously precluded comment by representatives of foreign governments on British policies, but Dr Toin Matturi, high commissioner for Sierra Leone, and Mr Som Salu Jecrapandi, councillor at an student affairs at the Royal Thai embassy, agreed to give evidence on the effect of the new fees on their countries.

A closely argued paper submitted by the Thai embassy predicted that the number of students sent to Britain would be halved from the present 3,300 because of the new fees. "It would be a great tragedy for the people and government of Thailand if over 100 years of close contact and influence, good will and progress brought about by the education of its students in

Great Britain were to be so severely jeopardized," the paper concluded.

Dr Matturi, a former university vice-chancellor, said Britain was considering abandoning the poor countries of the mid Commonwealth in their greatest hour of need. The policy of charging full cost fees was "inward looking and selfish," he said, and would tempt students to take up offers in the Soviet Union, East Germany and Poland.

To the sub-committee his feelings were shared by most of the Commonwealth. And Lady Pickthorn, giving evidence for the Council for Education in the Commonwealth, said that a number of high commissioners at a recent reception had voiced the opinion that "the whole credibility of the Commonwealth was at stake".

The high commissioners had unanimously agreed that Britain would damage her relations with friendly governments because of the fee increases and that Third World nations would not be able

to cope with the rises.

The danger to existing numbers of overseas students in Britain was underlined by the United Kingdom Council for Overseas Student Affairs, which estimated that more than 20,000 students already in the country would have to pay the new fees. They were engaged on courses leading to high qualifications but, because of special arrangements, there was no sign of special arrangements such as those made for those in the same position when discriminatory fees were first introduced in 1967.

Mr John Barnes, one of the UKCOSA witnesses, told MPs that his college, Derby College of Further Education, had only one student enrolled for next year's courses, compared with 40 at the same time last year. Most overseas students at the college were O-level and A-level courses and pay no fees. If they were under 18, next year they would face fees of £1,300.

Engineers divided over Finniston report proposal

by Robin McKie
A serious split has emerged among Britain's professional engineers over their responses to the Finniston Report's recommendation for the establishment of a government-funded engineering authority which would control qualification and standards.

This disarray, which is revealed in the preparation of several, widely different alternative plans, threatens to radically weaken the profession's impact on the implementation of the Finniston blueprint.

One confidential document prepared by executives of the Council of Engineering Institutions, which stands to be extinguished under the Finniston plan, urges that three different bodies take over the work of the proposed authority. One, which would be an expanded form of the CEI's own engineering registration board, would control professional standards; a second, the Engineering Council, would act as a commission for changing national attitudes to engineering.

This approach would prevent unnecessary upheaval, leave the control of the profession under engineers and prevent access government control through undue influence of funds; the CEI plan states.

A different approach has been suggested by the Institution of Mechanical Engineers which described the proposed authority as "an encroachment without precedent on the integrity and freedom of a highly responsible profession".

It has suggested that a body set up on the lines of the Finniston authority but independent of government control and most Financial support would come from the institutions and industry and a proposed body could be aligned with the Privy Council.

But both of these approaches are opposed by the Institution of Electrical Engineers which has submitted for this week's debate on the subject, a plan which, it warns, "the government, the institutions, which has been the Council of Engineering Institutions, should be subordinate to a wider national interest".

The IEE pledged its support to Finniston and urged that an engineering authority be set up quickly. IEE president, John Brown, speaking at the last 100's annual dinner, warned: "Without an engineering authority, given adequate powers and mind to use them, the profession's recommendations will be little more than a series of suggestions."

CEI view, page 10.

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THE TIMES

Higher Education

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SUPPLEMENT

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Research finance to be investigated

by Robin McKie
Science Correspondent
Britain's creaking dual-support system—the basic mechanism for financing research or universities—is to be investigated by a special committee of inquiry.

The Department of Education and Science working party may make radical proposals for overhauling the present system which many scientists believe is failing to support proper well-founded laboratories.

Research councils are worried that increasing amounts of their money are being used to buy basic equipment, which should be provided by the University Grants Committee, instead of supplying specialist hardware and supporting researchers.

Now the working party, which will be run under the auspices of the Advisory Board for the Research Councils, is to investigate ways of alleviating the crisis. The group will be led by Sir Alec Morrison, ABRC chairman and chairman of the Committee of Vice-Chancellors and Principals. Members will include Dr Edward Tackes, chairman of the University Grants Committee.

Other members of the group will include a research council chief, probably Sir Geoffrey Allen, of the Science Research Council; a Government scientist, probably Dr Martin Holdgate, director-general of research at the departments



Morrison and Parkes: to serve on committee of environment and transport; and a member of the university community, probably Sir Rex Richards, the warden of Merton College, Oxford.

Such a tough selective system would effect the fundamental principle of university autonomy and would no doubt arouse great hostility among scientists. By cutting out departments not considered academically acceptable, science would be channelled into areas only where results were expected. The likelihood of smaller, or more radical, departments producing unexpected research results would be dramatically reduced.

Other courses of action would be equally controversial. For instance if money were taken from departments other than science, to support basic equipment allocations, a storm of protest would erupt.

Nevertheless some action must be taken for increasingly research councils are being pressured to replace equipment in laboratories where UGC funds are dwindling.

A measure of this can be gauged from the problems affecting the SRC's science board which funds most basic science, such as biology, mathematics, chemistry and physics at universities.

After years of relatively steady levels of grant applications, these have doubled in the past two years in real cash terms to about £45m, although only a third of this can be provided by the board. It is also known that several Nobel Prize-winning chemists are being given less than £1,000 a year by universities to run departments.

Development studies centre faces grant withdrawal

The future of the Institute of Development Studies, the highest and most reputable in Europe, based at Sussex University, is threatened with the withdrawal of its £1m a year grant from the Overseas Development Administration.

Unless a working party set up by the Institute's governing body can come up with alternative methods of substantially reducing the level of funding from Britain's aid programme, the ODA will phase out its support by 1986.

As a result, the Institute will be faced with either drastically reducing its size and corresponding importance, or changing its role and cutting back its large research programme.

There is a very real threat. We are being faced with the prospect of very large cuts and we are having to consider changes," the Institute's director, Mr. Richard Jolly, said last week.

The £1,200,000 Government funding forms 70 per cent of the Institute's budget of about £1,500,000. This is a strong, working party



"Approaching Dawn", Troland and Cleyde, 1974. Golden Cocker Press by Eric Gill. The sculptor, letter-cutter and engraver is the subject of an exhibition of Manchester's Whitworth Art Gallery from March 10 to April 25, organised by the graduate students of the university's Art Gallery and Museum Studies course.

Burnham committee asked to reconsider APT membership

by David Jobbins
The Government is to reopen the question of national recognition of the Association of Polytechnic Teachers.

Consultations are soon to begin with the employers' associations and unions already represented on the Burnham further education committee about APT's request for a seat. The Association of Metropolitan Authorities, however, has recommended its members to give local recognition while a national body is set up.

Debate in the AMA's education committee was apparently lengthy and bitter, with the Tory majority sympathetic to APT but alert to the practical implications.

While the AMA's decision is irrevocable, there is a strong possibility that the Conservative local elections on non-TUC like APT and the Professional Association of Teachers may be a lot of their support.

The Association of Councils has not considered the question of APT recognition and recommended its members to give local recognition while a national body is set up.

While APT is denied a seat in Burnham, it has been successful in securing local recognition with individual members.

MPs demand to see secret documents

by John O'Leary
MPs have won the right to see Civil Service confidential assessments of the political consequences of raising overseas students' fees.

Members of the sub-committee which is carrying out an investigation into the effects of the new fee levels after having evidence from Mr Robert Ainsworth, under-secretary at the Overseas Development Administration, said that the political implications had been outlined but that he would have to consult further before producing papers for the committee.

Questioned on the matter by Mr Alan Bell, the Liberal spokesman on education, Mr Neil Martin, the Minister responsible for the ODA, said: "Any assessments of this nature are confidential advice to Ministers."

"Indications of the likely effects on the number of overseas students under the new programme have been given in a paper submitted by the ODA to the sub-committee."

An ODA spokesman said on paper the likely political effects of the increases had been reported in the department, and Mr Ainsworth appeared to have been misunderstood. But no request has been submitted for an alteration to the transcript of Mr Ainsworth's evidence and the sub-committee is pressing ahead with its demands.

When the ODA has agreed to produce new papers providing the information, the sub-committee has requested that they be made available to the public. The ODA is likely to include figures for the number of overseas students in which the rights of the new Select Committee are set to be tested.

It has been growing that the sub-committee's request might turn into a constitutional issue, with the ODA providing reluctant to release information to a body which is not a select committee.

Mr Kevin MacKenzie, the chair of the sub-committee, said that he had made it clear that the MPs would make up their own minds on the basis of the relevant papers.

The political implications of the increase have played an increasing part in the sub-committee's deliberations, as successive governments have pointed to the potential damage to Britain's foreign relations if the number of overseas students were to fall.

Mr MacKenzie said that the sub-committee would be asked to recommend that the Government should grant to British universities the right to charge fees to overseas students.

AUT demands job guarantee

The Government should demonstrate the real intentions behind its policy on overseas students fees by giving an absolute guarantee that it will result in no staff redundancies or loss of places for home students.

The Association of University Teachers told MPs this week.

Dr Andrew Taylor, president of the AUT, said the effect of the policy was to withdraw £108m from university grants and to make the viability of departments on their success in attracting overseas students.

Universities were planning on the basis of the loss of half their foreign students, by 1983 Dr Taylor said. Applications were already in the pipeline for 1983 and 1984 and the loss of overseas students would be a disaster for the universities.

Representatives of the National Association of Teachers in Further and Higher Education who also appeared before the Select Committee on Education said the likely loss of overseas students would change the character of institutions, foreign intake and destroy continuity.

Mr Francis Cummings, principal of Rolle College, Exmouth, said teacher training courses in mathematics and science subjects would have to close at his college if numbers from abroad dropped substantially.

Mr Ray Grace, chairman of the union's polytechnics committee said a number of courses, particularly in economics and business education, would be at risk in the north east of England.

The two unions disagreed on the question of a national body to plan higher education, though both favoured greater co-operation between universities and the main



Laurie Sapper
main sector at both national and regional levels. Neither in their submission to the committee advocated a body with responsibility for the planning of provision and resource allocation, the monitoring of courses and advice on funding.

Libraries ask for more money

Research councils came under fire at the Standing Conference of National and University Libraries this week for not providing funds for general university library support when making allocations for research projects.

The conference said in evidence to the Select Committee on Education that university libraries were facing such severe budget constraints that they would be unable to provide this service without specific funding.

Services, however, were also expressed as the lack of priority for research council funding for the humanities and the limited provision for the social sciences, although research in these areas also contributed to the national requirements.

The Standing Conference reiterated its support for the setting up of a national body to coordinate library and information planning machinery in the future.

Specialization 'impracticable'

Sir Charles Villiers, Lord George Brown and Baroness Sear, are among a 14-strong group opposing the specialization of secondary schools and higher education as being of little practical use to industry or society.

They want education to concentrate more on teaching people skills and preparing them for life outside the education system, and launched their campaign this week with large advertisements in the national press under the heading "Education for Quality".

The group, called "Individual satisfaction stems from doing a job well through the exercise of personal capability. Acquisition of this capability is inhibited by the present system of education, which stresses the importance of analysis, criticism and the acquisition of knowledge and generally neglects constructive and creative activity of all sorts".

Patrick Nuttgens, page 27

NELP halts threatened course intake

Recruitment of students to courses which may close in the sweeping rationalization proposed for North East London Polytechnic has been halted on the instructions of the director, Dr George Broese.

His memorandum to heads of faculties says: "In the period while certain courses are being considered for discontinuation, you will please make no further offers to students who apply for admission to the 'courses concerned'. Already applications for endangered courses have topped 200."

The order has added to the anger of teaching and support staff at the polytechnic who are working party at a weekend meeting to discuss the polytechnic's output at Danbury. The proposals centre on the closing of two faculties (humanities and environmental studies) and three major departments (sociology, applied economics, and maths). All courses in the three departments would cease, as would all humanities courses except education and independent study.

Staff are angry that the institution presupposes that the working party proposals will be endorsed by the finance and general purpose committees of governors this week and the full governing body next month.

"Plans for a one-day strike, and picketing to coincide with the meeting were discussed by members of the National Association of Teachers in Further and Higher Education."

Students voted to strike for the day, and the five campus unions planned a mass meeting at Stratford town hall.

NATFHE members at West Ham rejected the strike in a ballot while striking branch reaffirmed its decision to strike. Picket lines were planned for the Barking precinct from 9.30 am in the hope that carefree holiday-makers and workers would respect them. NATFHE members rejected an all-out strike but supported selective action.

The proposals, which were considered by the finance and general purpose committees of governors yesterday also require a massive increase in student staff ratio, drawn from the widening of the intake, and the loss of many jobs.

The joint union liaison committee representing the staff and students has rejected the idea of working party to arrive at the course closures.

They told the governors that the reduction of the quality of the polytechnic would be a disaster for the students.

Dr Broese said last week that a major criterion for the rationalization was that the courses to be closed had been courses which were less than laboratory-based and dependent on expensive and old-fashioned equipment.

The cut facing the polytechnic of the three funding periods of the last year has been £23.5m according to Dr Broese.

Local authorities call for tougher powers

Intervene more in the management of the education service, they say, to ensure that there is no unnecessary duplication of courses between schools and colleges, and that they be given sufficient control over provision for 16-19 years olds.

They also want the responsibility of the local authority to be made precise. They recommend that governors and staff should become accountable to the local authority for the use of resources within colleges, since they claim there is disturbing evidence of bad management, rationing established local policy.

The associations believe that local authorities should have greater control to determine the contributions and powers of governing bodies. The present system, where the Secretary of State approves articles of governance, has been both cumbersome and divisive and resulted in three distinct stereotypes which cannot serve widely differing circumstances," they say.

They want a definite but limited role for governors, one which does not infringe the local authority's statutory obligations. Within this remit governors could provide a link between the council of education and such as parents, students and other further and higher education institutions.

Their role could also include making representations for financial resources to the local authority, and making decisions on the allocation of resources within institutions, as well as assisting with decisions on courses and non-teaching staff.

The present division of powers between local governing bodies and the effective management of institutions and any attempt to ensure the rational distribution and coordination of 16-19 education, the associations point out.

They say that local authorities now want to

SSRC to oversee forecast groups' funds

from page one
quality objective, and representative of more than one school of thought.

During the next three years the SSRC will examine the whole structure of public and private funding for work in the field in full consultation with the relevant bodies and appropriate government departments.

They will look at the number of institutions, discuss whether the three main functions of economic forecasting, model building and commentary should be carried out separately or together, and whether the work should be sold to private parties or receive substantial public contributions.

The outcome of the exercise, which is being considered on the same scale as the SSRC's plans to found designated research centres in other universities, will be a review to the (full) council which will outline concrete proposals for the rest of the 1980s.

Sheffield Poly plans to cut staff by 40

Sheffield City Polytechnic is to cut full-time teaching staff of the college by 40 over the next 15 months to help meet a budget cut of £375,000, or 2 per cent.

The principal, the Rev Dr George Tolley, said he hoped to cut teaching staff from 812 to 772 by July.

He said that the college was in a "very difficult financial position" but that it was not possible to cut compulsory redundancies under the Crompton arrangements which he considered.

No more than £200,000 could be cut from current overheads, which meant taking £120,000 from teaching staff salaries and £85,000 from non-teaching staff salaries.

NEXT WEEK

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Nursery funds ruling 'penalizes women'

by Ngée Crequer
Many women may be prevented from going into higher education because of the University Grants Committee ruling that public university funds cannot be used to subsidize nurseries, says the Equal Opportunities Commission.

The commission has written to the UGC pointing out the effects of the decision on women students and staff and asking whether savings cannot be made elsewhere. A spokesman for the UGC said: "As long as the main responsibility for childcare continues to fall on mothers, any financial cuts or closures of university creches will seriously affect educational and employment opportunities for women."

This would come at a time when increasing numbers of women are returning to part or full-time education. If universities stop funding creches, this trend will decline as potential students will be deterred through lack of day care for their children.

The UGC has told universities that by August this year they must end any subsidies to nurseries or creches from their recurrent grant income. The decision means that many nurseries may either be forced to close or to cut back, or put up their fees to prohibitive levels. The plight of nurseries is made worse by the change in the financing of student unions. From next year, student union financing will come directly from the universities. Those that decide to follow UGC guidance on nursery funding will impose conditions on the students unions to prevent them spending money on nurseries.

At the University of Manchester, a last ditch attempt is being made to find alternative funds for its nursery. But at the moment it looks as if the nursery will close next year.

UMIST Council has decided not to go ahead with a scheme for a 40-place day nursery to replace the present day nursery. The decision was taken after the university had put in a new nursery. A spokesman for the university said: "While the benefits to those who made use of the nursery were clear, a sports centre would be of enormous value to far more people."

At Sheffield, the nursery makes a loss of about £25,000, of which £16,000 is borne by the university out of its recurrent income, and the remainder by the students' union. The university has asked the local

authority if it will subsidize the nursery or take it over. In the interim the university is trying to find ways of reducing costs by cutting down the number of places and making economies.

At Reading, the university was subsidizing 28 places at a local authority nursery. It has been decided to discontinue this scheme, but to offer financial help to students if their ability to continue on their courses would be jeopardized. Money for this would have to come from non-UGC funds.

At Birmingham, the university subsidizes its nursery by just under £5,000 a year. It recognizes this will have to cease and fees increased. A spokesman said: "We are going to keep the nursery open as it is an excellent and necessary service. But if we are driven to a situation where charging the economic rate leads to demand falling off, we would have to look at it and in principle say whether it would be right to keep it open."

At York, a spokesman for the university could only say that the future of the nursery was "uncertain". The university makes a contribution of £3,000 towards the total running costs of £12,500. The nursery is privately run but caters largely for the needs of the university.

At Essex, where there are places for 50 children, the university pays about £4,000 towards running costs, and makes available about £8,000 for hardship cases which comes from non-UGC money. No decisions have been made, but it is likely that economies will be forced on the nursery and fees will go up.

At Aberystwyth, the university has taken the view that the UGC has said no university money can be spent on nurseries, and that it has no right to offer such guidance. In fact, the university subsidizes the nursery only to the extent that it rents out the building at a nominal rate. It has decided it is not affected by the UGC letter.

The National Union of Students will be holding a one-day conference on nurseries tomorrow. It is part of a campaign to promote the need for nurseries in colleges. The NUS is gathering names for a petition to the UGC urging it to withdraw its letter of guidance.

NUS says that about 4,500 children regularly attend the 100 nurseries at British colleges, that 35 university nurseries cater for about 1,600 children and there are about 1,000 on waiting lists.

Lords call for technician inquiry

The present critical shortage of technicians in Britain should be examined by a special Government inquiry, the House of Lords was told in a debate on the Finniston Report on the engineering profession last week.

Lord Gorton said he regretted that the Finniston committee had not considered the problem—which was preventing Britain's manufacturing industry from breaking out of its present decline—within their mandate and he urged that an inquiry into technician shortage be launched "without delay".

He also backed the proposed engineering authority as an organization which would play an essential propaganda role. "I would therefore suggest that the Government should set up a steering committee with a target of bringing about a resolution to the problems involved in setting up an authority before the end of the proposals of the present, institutions, which con-

trol standards of professional conduct, had failed.

"Unfortunately the report does give a slight impression, unwittingly, that all the institutions have failed equally. It is not at all true," he said. "The report is a fair one, but it is a pity that it is not a better one."

The report, I think it is fair to say, pays more attention to producing better engineers than it does to industry making use of the engineers it gets. I think the balance was slightly wrong there and that was a pity."

Lord Howe also criticised the Finniston committee's recommendations on education—on which it produced a brief minority report. He described the proposal to restructure engineering courses to produce a new system of HNC and BSc degrees as unnecessary.

County councils compromise on regional cuts

by John O'Leary

Chief education officers in the East Midlands are proposing a reduction of more than 20 per cent in the budget of their threatened Regional Advisory Council as a compromise aimed at preserving its essential functions.

Leaders of the five county councils served by the RAC, which is responsible for coordinating further and higher education courses, had threatened to halve their contributions. But after an appeal from the Council of Local Education Authorities, the education officers' group looked for a less damaging solution.

Their report, which will be discussed on Monday by the steering committee of the RAC, recommends making three of the nine staff redundant and cutting many of the council's activities. It is accepted that redundancies will be declared at the end of the month.

Staff at the RAC's Nottingham headquarters have put their case against such severe cuts to Mr Mark Carlisle, Secretary of State for Education. Mr Carlisle said the RAC's work was essential and that the cuts should be made in a way that would not damage the council's ability to perform its functions.



Students of the London College of Fashion model some of the clothes which are to form a collection depicting 100 years of fashion. A special show was given by the students to launch the collection, which has been started by design lecturer Myra Cowell from clothes given or lent to the college.

Guidance 'under strain'

Our economic and political climate is placing considerable strain on the development of guidance services in colleges and schools, the National Institute for Careers Education states in its annual report this week.

"While the Government seems to remain overtly concerned to improve careers guidance services, its public expenditure cuts are likely to hit hardest those areas which are accorded relatively low priority in these institutions, such as guidance services," it says.

The report is that the "reticent" national level is in direct conflict with the practical effects of national policies at local level. This would be mitigated for institutions such as NICEC which would be asked to carry out nationally based projects, which would be in one direction while more powerful forces and policies might be effecting change in the opposite direction.

NICEC is firmly against a more "active" role for the education system in the 16-18 age group, but it is not against a more "active" role for the education system in the 16-18 age group, but it is not against a more "active" role for the education system in the 16-18 age group.

The National Institute has just been awarded nearly £40,000 by the Further Education Unit for a project aimed at designing a personal guidance base for the 16 to 18 age group. This will try to clarify the guidance and counselling area for this age group.

College heads fail to win policy seats

by John O'Leary

College principals have been excluded in their attempt to be involved in discussions on national higher education policy, after a sharp exchange with senior civil servants at the Department of Education and Science.

The Standing Conference of Principals and Directors of Colleges and Institutes of Higher Education, met high-ranking civil servants, including Sir James Hamilton, Permanent Secretary of the DES, to discuss their concerns that their sector was being left out of important discussions.

But the meeting, which is understood to have been stormy at times, apparently made little progress in the substantive part of representation. At John Barrett, then chairman of the Standing Conference, also failed to elicit further concessions from Sir James.

The principals have always been refused seats on national bodies governing the sector is considered to be represented by the Association of Principals of Colleges or, at other times, the Association of Colleges in Further and Higher Education. However, they argue that the same could be said of the polytechnics, whose directors are

also eligible for membership of the two umbrella organizations.

In practice, both APC and ACPHE are dominated by the colleges of further education. Additional complications arise because APC has a trade union function through its seat on the Burnham Committee, and ACPHE is open to governors as well as principals. The fact that the Committee of Directors of Polytechnics is accorded the right to automatic representation supports the principals' case for similar treatment, says the Standing Conference.

Matters came to a head over membership of the DES study group chaired by Mr Stephen Jones, which is examining methods of financing the maintained sector of higher education. The Standing Conference was refused a representation on the group, while seats went to the CDP and two jointly to APC and ACPHE—neither of which was filled from the colleges of higher education.

Mr Neil Merritt, director of Higher Colleges, this week took over the chairmanship of the Standing Conference from Mr Barrett, who is in retirement this year as principal of the College of Ripon and York St John. Mr Merritt has been secretary of the group since its inception two years ago.

Poly staff panel in danger

Efforts are being made to save a trade union advisory panel on polytechnic staffs from extinction.

The National and Local Government Officers' Association's most senior organisational committee has decided to wind up the advisory panel in April but on attempt to reverse the decision will be made at the union's annual conference at Eastbourne in June.

The panel, which in effect a sub-committee of the committee, deals with all NALGO's local authority members.

Although union leaders agree the panel has served a useful purpose in the past, they think it has been used to often as a short cut through which issues can be raised with the national committee without first being pursued at branch and district levels.

Members of the panel accept there has been a tendency to use it to discuss personnel issues. But that few NALGO branches comprising both polytechnic and local authority members could spare much time for such issues.

to have a means of getting together at national level.

"In my view, and that of the panel, while we acknowledge the problem we should try to overcome it. Certainly we should not close the panel down."

Middlesex has tabled a motion for the summer's conference expressing dismay at the "counterproductive" decision to disband the panel, and calling for its reinstatement.

Support has come from two NALGO districts, and the NALGO national universities committee has also expressed concern.

The panel was set up in the early 1970s to tackle the difficulties arising from the creation of the polytechnics. Only about half the 30 polytechnics in England and Wales have their own NALGO branches, and the panel provided an opportunity for discussions on issues such as overseas student fees and the cash limit on the advanced further education pool. Its supporters say that few NALGO branches comprising both polytechnic and local authority members could spare much time for such issues.

Agreement near on administrators' pay

Final agreement on a comparability award for public sector college administrators and support staff was expected this week.

The union, the National and Local Government Officers' Association, and the local authority employers have been involved in a struggle over the date collected as part of the internal pay comparability study which formed part of their 1979 settlement in addition to a 3.4 per cent increase.

No formal offers had been made by the employers in advance of this week's national joint council meeting, but the indication is that they would suggest increases ranging from 4 to 12 per cent.

Nalco negotiators argue that the employers are using the study data selectively, and are instead offering increases ranging from 12 to 25 per cent.

Discussions between the two sides in advance of the week's meeting failed to produce a settlement, although Nalco draws some consolation from the fact that at least the talks did not break down.

The student association of Queen Margaret College, Edinburgh, has attacked Government plans to reduce spending on health and education for "forcing women back into the home."

The association says there will be fewer job opportunities for those training to work in education or the health service, and that the Government's intention to cut back on the premedial service will affect women.

The student association said: "Medical facilities are being cut back with a reduction in staff. I don't know if it is a policy to force women back into the home, but this will be the effect."

The association made its statement on Wednesday, designed to mark the day of action by the National Union of Students in protest against Government cuts. The college's students were addressed by speakers from trade unions and a boycott of classes.

The day of action met with a fair response in Scotland, with boycotts of classes and library work at various universities and colleges.

New move to rescue research data

by Simon Midgley
A rich harvest of data from publicly-funded social science research is being lost, it is said, because no one will publish it in a useful and accessible form, leaving the benefits of any new knowledge to be enjoyed by only a handful of people and often lost to the academic world in general.

One Oxford University researcher, this unsatisfactory state of affairs that he is pressing the Social Science Research Council to publish everything of an academically respectable quality which emerges from any research project.

Christopher Platt, professor of the history of Latin America at St Antony's College, Oxford, says: "An enormous volume of research hardly ever sees the day. It sits in people's drawers because there is no outlet for it... we are pouring money into something that has no 'outcome'."

The problem is that there is no certainty that researchers will be able to find a publisher for the results of their work even though it may be a valuable piece of scholarship, he says.

The difficulties are particularly acute in some areas; for example, anthropology and social and economic history, where there are insufficient publishing outlets and the

nature of the work in question—elaborate data and tables—makes the material less attractive to traditional publishers.

When the work does find its way into the public realm as a book, a journal article, a formal report in the SSRC, an occasional paper or as archival material in the SSRC Survey Archive or Essex University, there is no central, discipline by discipline, published index to facilitate easy access by other workers interested in the particular field of study.

The solution, says Professor Platt, is to publish everything of "respectable quality" on microfiche, a form of microfilm, and present the material in a properly indexed and published form. Microfiche publication would be much cheaper than the cost of the traditional forms of publication.

Although the SSRC may agree to fund a project, it is under no obligation to ensure publication of the findings. While there is an obligation on all SSRC funded researchers to present a final report, these are, says Professor Platt, often "simply formal".

It is usually too early to include "mature conclusions" because the reports are presented shortly after the completion of the research and frequently such reports omit to in-

clude much of the actual research data. While 95 per cent of such reports are available from the British Library Lending Division, their quality and scope is variable and it is difficult to establish in advance precisely what each submission includes. Although some authors do write up their results in preliminary form as working papers, these are unlikely to find a readership outside the researcher's immediate working environment.

While the SSRC Survey Archive at Essex University does collect survey material, it only takes some data from some research projects. In a proposal currently being considered by the council Professor Platt says: "If the results are not published in a useful and accessible form, the project might just as well have never existed and need never have been funded in the first place."

He also adds that "the possibility of finding no outlet for a major part of the data and results arising from a multi-year project is a powerful disincentive to detailed research."

David Wolnright, press officer of the SSRC, says the council is currently considering the practicability of making available end of grant reports and supporting data on microfiche.

Cash boost for research

Research into the feasibility of a credit transfer system for higher and further education has received a fillip with the news that the Government will fund the second tier of a major examination of the subject.

The Department of Education and Science has agreed to provide £55,000 to fund a second year's research into the needs of potential students for information on credit transfer possibilities.

The first report of the Educational Credit Transfer Feasibility Study, directed by Mr Peter Form, at the University of Essex, will be sent to higher and further education establishments in the United Kingdom next month for discussion.

This report looked at the necessity, feasibility and cost of establishing a service for recording and providing information on credits in previous studies.

For the second report, the study group will undertake a first-hand survey by means of postal questionnaire and interview to discover student needs.

In particular they will want to find out the views of students on professional and vocational courses about transfer, the form of service that might be required, the needs of entrants, and the ways and the extent to which information on credit availability for experiential learning might be useful.

Future research will also concentrate on the extent to which credit transfer at a postgraduate level is a problem and the kind of information these students would require.

The study group also wants to know what form of service might be required by careers and other educational advisers.

It demands that higher education institutions, employers and professional and validating bodies, should adopt positive policies to eradicate the existing constraints of academic, vocational and professional study and career choice.

It wants the Department of Education to create more students places to compensate for those lost in the rundown of teacher education.

It says colleges must develop new courses to provide equal education and career opportunities for women to those lost with the reduction in the teaching profession. It believes new routes must be developed to enable women to continue study.

Guidelines to promote sex equality in further and higher education were published by the Equal Opportunities Commission this week.

Students press for 36 per cent grant increase next year

The National Union of Students this week submitted a claim to the Government for a £50 a week grant for the next academic year, an increase of 36 per cent on this year.

The NUS has also put forward proposals which in the long term could result in all students taking a year off between school and college to do community work or gain some work experience.

The proposals form part of the union's long-running campaign to win full grants for all full-time students and so abolish the parental means test, under which grants are reduced according to family income.

The NUS president, Mr Trevor Phillips, discussed plans with Dr Rhodes Boyson, the Minister for Higher Education, to lower the age at which students are totally independent of their parents from 25 to 23, and to give full grants to all students taking a year off between school and college for over two years.

At present two out of three students have to rely on contributions from their parents to make up their grants. About 30,000 parents are expected to pay more than £1,000 a year towards a grant.

Mr Phillips denied any intention to create a new variety of National Service. "We want students to choose what they want to do. I am sure some body could be found to help them find temporary work or community work."

The NUS also wants an end to the system of discretionary awards which cover certain advanced qualifications including law examinations and some medical courses.

Mr Phillips pointed out that the 36 per cent grant increase, which would mean £1,694 for students for 1980-81, and £2,040 for London students, had to last until June 1981, when the Government would have to take account of inflation until June 1981.

those over 19 who are outside the programme and pass on to those preparing young people in schools for working life the lessons we have learned and are learning from YOP.

He urged all careers teachers to find out more about YOP by visiting local projects and seeing the programme in action and seeing whether it had applications to the first year school curriculum in helping to prepare young people for working life.

Reviewing the programme's success in 1979, Mr Wild said that YOP had reduced the unemployment rate for the under-18s from 14.5 per cent in 1978 to 11.8 per cent in 1979. YOP had given training and work experience to 210,000 young people who otherwise would have been jobless during 1979-80.

"We will increase our support for those managing and supervising YOP schemes to improve the content and quality of the programme," Mr Wild said. "We must also begin to pay particular attention to the growing numbers of

Carlisle slams the door on polytechnic charters

The door through which some polytechnic had been hoping to gain independent charters, was effectively closed last week by the Secretary of State for Education, Mr Mark Carlisle.

Mr Carlisle accepted that polytechnic academic autonomy can be fully marked only by the award of university status. "Mr Carlisle said: at a celebration to mark the tenth anniversary of Liverpool Polytechnic, he said that the government's policy was to recognize the unique position of polytechnics and face the challenge of consolidating the indispensable work they are doing."

Polytechnics were designed to be powerhouses of practical, largely vocational education, he said.

Teachers 'should become modern-day Vikings'

Teachers must learn to raid education's bodies for in-service training instead of expecting universities to provide them, Professor Alan Rogers of the North University of Ireland told an audience of teachers last week.

Speaking at the Northern Ireland Federation of the National Association of Schoolmasters/Union of Women Teachers, Professor Rogers, who is professor of continuing education said that teachers must take the initiative.

"Perhaps you should become modern-day Vikings, plundering the centres of learning of their jewels but in the process bringing your own insights and experiences to enrich those bodies," Professor Rogers

work of direct use to the creation of wealth in the country, he said. "They had on the whole realised the goals set for them and developed practical links with industry and commerce."

He said they were already "full partners" with universities in providing advanced education, and appealed for them to concentrate on the real needs of the country.

The Committee of Directors of Polytechnics drew up plans last year for charters which would allow polytechnics freedom to award their own degrees and loosen their financial links with local education authorities. The scheme was strongly backed by Mr David Bebb, chairman of the CDF and director of Liverpool Polytechnic.

"In-service training of teachers should be a mutual learning experience for provider and teacher alike, a step towards the creation of a learning society."

He said it was nonsense to call for a single form of training for all teachers, whether they intended to work with nursery groups, the disadvantaged, the very young or adults. However, transfer between the various sectors must be made easier.

A wide range of types of provision, both informal and formal, was needed from one-off events in long-term programmes, and new award bearing in which many bodies would be involved and where

the greatest flexibility was necessary. "I am not one who calls for systematising the whole field or for coordinated programmes," Professor Rogers pointed out. "The strength of continuing education lies in its provision, rather than in its structure."

We added that this provision must treat teachers as responsible adult students capable of organising their own programme of learning out of the diverse elements which are provided.

The best education and training of teachers is that which is built upon and illuminated by growing maturity and experience. There is much which can only be learned in life," he said.

The Dartington Conference

New Themes for Education

Education and the Idea of the Self - 13th April, 1980

The fifth in an annual series of conferences concerning the transformation of education and society. A programme of lectures, discussions and presentations of innovative projects. The Physical Self, the Emotional Self, the Intellectual Self, the Moral Self, the Social Self, the Self and the World.

Mark Graham, Philosophy of Education, University of the West of England, Bristol
The Reverend Canon John Hinchey, Head of the Theological Section, The British Library
Marilyn Ferguson, Editor of *The Baffin*, New York
At Cheltenham, 13th April, 1980, 10.30am - 1.30pm, 2.30pm - 5.30pm, 7.30pm - 10.30pm
Author of *Emergence of the Self*, *Return to the Self*, *The Self and the World*
Barbara Hubbard, President, The International Committee for the Future
Henry Shillington, Visiting Professor, Dartington Hall

John and Joan, Trustees of the Dartington Foundation
John Lewis, Founder and Director of the Dartington Hall Trust
John Newton, Secretary, The Dartington Hall Trust
Collette King, Head of Theatre Department, The Dartington College of Arts
Peter Taylor, Medical Practitioner, Analytical Psychologist

For information contact the Secretary
The Dartington Society, Dartington Hall, Totnes, Devon
Tel: 0392 522111, 522112, 522113, 522114
Dartington Hall, Dartington, Devon, TA21 2AA

Taylor warns on in-service training

Local authorities would almost certainly make a drastic reduction in their in-service training if they could no longer claim the cost from the further education pool, Mr Bill Taylor, director of the Institute of Education, warned last week.

Speaking at a conference on the implications of the recently published inspectorate survey of secondary schools, Mr Taylor said this would mean that each local authority would have to find all the money needed to pay for secondments to full-time training plus fees and expenses for part-time study.

"This might not make much difference as far as the total costs are concerned, but the effects on each authority having to pay for its own in-service training needs instead of charging most of them to the pool might be very great," he pointed out.

Mr Taylor said that much of the improvement of the curriculum implied in the document relied heavily on the improvement in the quality of teaching and thereby better in-service training, but these hopes would be stillborn unless a more rational basis of support was introduced.

Proposals by the University Grants Committee that an agreed proportion should be included in the grant allocation for participating students—many of whom are likely to be teachers in in-service training—has been a result of the cuts imposed by local authorities and to discount the total unit of resources by a proportional fee would not solve any problem, he said.

Individual universities would only be slightly better off and university-based in-service training would be hard hit having to collect the discounted fee element by setting part-time fee levels in direct proportion to full-time rates.

The Department of Education needed to give money direct to the UGC for distribution to those universities undertaking in-service training. These could then either offer an offering of courses at fee levels adjusted to a rational appreciation of social and individual benefit or provide a system of in-service training for teachers employed by the authorities in their areas.

Ministers and officials had to recognise that recent efforts to

force universities into the market place had consequences far wider than the contribution they made to the life of the nation. The Government's philosophy of letting the market decide where they fell would simply not work as far as in-service training was concerned, he said.

If it is believed that for teachers as for members of many other occupations, part-time experience continuing education in all its forms was likely to be more beneficial than further prolonging expensive pre-service preparation and that such training was one of the ways in which improvement of standards in schools could take place, then we needed to devise funding arrangements that reflected these objectives.

At present we are getting a great deal of exhortation, which of course is cheap and cheaper than in-service education and training," Mr Taylor said. "On the latter will provide the knowledge, skill, confidence and support which exhortation cannot. And it is these things that teachers need if all our hopes for educational improvement are to be fulfilled."

Staff axed in £300,000 college budget cut

Fifty staff and more than 100 part-time teachers are to lose their jobs at Bradford College as a result of a £300,000 budget cut imposed by the local authority.

Mr Eric Robinson, the college principal, told a press conference £300,000 was needed to bring the college up to date in technical equipment for vocational courses. "No major industrialized nation neglects the education and training needs of the mass of its young people and Bradford is falling below even the national average" level of effort in this country," he said.

The latest cut follows the pruning of £179,000 from the college's budget last year and has brought an

immediate freeze on the purchase of new equipment and non-essential maintenance work.

This section has been taken as an emergency measure, which the governing body fears may have expensive consequences in the long run. However, it is necessary because long-running negotiations in voluntary redundancy agreement have become bogged down, preventing the early reduction in staff costs.

Adult education is likely to be the first casualty, most classes being cancelled next term if they are not self-financing, because it is largely staffed by part-timers.

The academic board has also recommended that student numbers

should be maintained by increasing class sizes or reducing teaching hours. If this is carried out, the effect will be to close some courses which would no longer be considered viable.

When the full-time redundancies came, 20-30 lecturers will be lost together with a roughly equal number of clerks, administrators, technicians and manual workers. As many as 200 part-time teachers may also be affected.

Mr Robinson said that during the five years of its existence the college had been subject to unrelenting and increasing cuts in its budget, leaving its teaching capacity for 1981 approximately 30 per cent below that of 1975.

APT loses recognition battle

The Association of Polytechnic Teachers has failed to gain the support of Leicester Polytechnic governors in its campaign for local recognition.

The issue was reopened by Leicester's further education committee at the association's request, following an earlier decision to adhere to the Association of County Councils' line not to give recognition at local level while APT was denied a seat on the Burnham further education committee.

APT claims 115 members at Leicester, out of a total teaching staff of 623. The recognized union, the National Association of Teachers in Further and Higher Education, claims 380 members.

Discussion by the governors was

frequently bitter. Some governors were members of recognized unions, while others were not. APT supporters suggested that members had a right to be heard.

The polytechnic governors had decided to advise the education committee not to give official recognition to APT. The association's members at Coventry Polytechnic have decided to draw their weight behind the case for national recognition, but their local council decision has drawn local recognition.

The whole question has been opened by the Government, who seem intent on making a decision one way or the other this year.

Overseas students' applications fall

Applications to universities by overseas students have fallen by 10 per cent, according to the Universities Central Council on Admissions.

By February 15, there had been 19,825 applications from overseas students, compared with 22,064 the same time last year. But the expected fall in numbers towards the end of the application period, probably because information about the new fees policy would have been available by now, has not materialized. In fact UCCA reports a slight increase in applications during this time.

The probable final number of applications is 170,000, compared with 166,000 last year. So far, the increase in total numbers is 2 per cent. There has been no increase in applications by men, but a 6 per cent increase in women candidates.

Popular subjects are computing, art and design, drama, aeronautics, engineering, electrical, engineering, mathematics, government and public administration and classical studies. There has been a slight decline of interest in combined biological sciences, civil engineering and accountancy.

Welsh schools ban subject pruning

A new long distance project to teach A level science, being mounted by the Welsh Institute of Higher Education together with the Council for the Curriculum and Examinations, has been backed by advisers in schools.

From next September, all former sixth class science teachers will be able to study science by printed textbooks, video tapes, cassette tapes, and a system of telephone backed by advisers in schools.

The concept has already been successfully applied by the Welsh Institute with students at the college in Cardiff, following a falling birth rate, cuts in staff, and a general pruning of budgets have meant that many schools can no longer be allowed to individual students.

However, the Institute's learning specialists are convinced that it can be extended to other subjects and can be forced by similar packages of other subjects to widen the scope of A level options available.

North American News

The loneliness of the part-time lecturer

Deby and Charles Wallace are part-time college professors, accustomed to a life without fringe benefits and to teaching as many courses as full-time professors do, but at half their salary.

Since part-time teachers are paid on the basis of the number of courses they teach, the Wallaces know the economic losses that result when classes are cancelled at the last minute. And they suffer the indignities and insecurities of those confined to the outer circle of their profession, PhDs without a vote in department meetings and no chance for tenure.

They are members of a growing breed of part-time professors who are taking over more and more of the teaching of the nation's colleges and universities, including some in New York, in a trend that is apparently saving institutions tens of millions of dollars.

It is also a practice that is generating one of the higher education's biggest controversies, with deans centring on the practice's implications for quality and on questions of possible exploitation.

The Wallaces, who live in Westminister, Missouri, have created a livelihood from a patchwork of part-time jobs at colleges in Maryland, Pennsylvania and Washington. The only substantial link between the two is their nine-year-old Volkswagen in which they take turns shuttling from school to school.

"This is a form of cheap labour, and it saves colleges enormous amounts of money," said Robert Nielsen of the American Federation of Teachers, which has started a campaign to organize part-time professors.

Prospections for further collective bargaining at private institutions received a setback on Wednesday, however, when the Supreme Court ruled that members of faculties at private universities were "managerial" employees whose efforts to organize were not protected by federal labour law.

Meanwhile, a two-year study by the American Association of University Professors, supported by the Ford Foundation, has concluded that because of low pay and lack of fringe benefits, "an incentive exists for part-timers not to acquire or maintain" skills.

Colleges defend the system, however, as a legitimate way to augment the full-time faculty and say that those hired for part-time work have proper credentials.

Part-time faculty members now comprise 32 per cent of the higher education teaching force of 675,000, according to the National Center for Education Statistics. The figure does not include graduate assistants.

From 1972 to 1977, the rate of growth was 50 per cent for part-time teachers and 9 per cent for full-time teachers. Professor Jockes, the greatest use of part-time teachers is at two-year community colleges, where they make up 51 per cent of the faculty members. At four-year colleges, they represent 24 per cent of the faculties at four-year institutions.

The University of New York's faculty is made up of 9,000 full-time teachers and 4,528 part-time teachers. The annual salary of the full-time faculty ranges from \$15,113 to \$36,553. Part-time teachers are paid hourly, from \$12.76 to \$34.85, or about \$1300 for a typical course.

A shift in the growth of enrollment has spurred institutions to hire more part-time teachers to avoid long-term obligations to full-time faculty and pensions tied to full-time positions.

Higher education is much more valuable than secondary school. If you are not going on to college, it does not matter much whether you finish high school and get a diploma, or drop out at the legal minimum age, according to Who Gets Ahead? (published by Basic Books, New York at \$17.50).

Intelligence in itself has surprisingly little effect on an individual's economic success, the Jockes study found. A 15-point difference in intelligence test scores will, on average, produce only a 14 per cent difference in lifetime earnings. As the book points out, this is very little compared to the overall

Patents sought for college discoveries

University lobbyists in Washington are pushing hard for legislation that would give academic institutions the right to exploit discoveries made through their research grants. The government keeps the patent and license, it is not a non-exclusive basis to anyone who wants to develop it.

The latter practice is a strong disincentive to industrial innovation, the reformers argue, because companies are not prepared to incur development and marketing costs without the protection of an exclusive licence. Therefore only 4 per cent of the 28,000 patents in the government's patent portfolio have been used, according to a report by the Senate Judiciary Committee.

In cases where universities have managed to retain patent rights, 33 per cent of patents have been licensed successfully. However such simplistic comparisons do not really compare like with like. As an aside to the House of Representatives Judiciary Committee, who is preparing for hearings on patent policy later this month, said: "There hasn't been any good research (on the subject). A lot of it is just the subjective opinion of people who work in the field."

Nevertheless some of this subjective evidence is quite compelling, such as that from the Department of Health, Education and Welfare's patent counsel Norman Lasker about delays in developing new drugs for which his agency holds patent rights. He says the delays are often long and complicated and the procedure differs from agency to

agency. Other federal departments generally refuse to give universities the right to exploit discoveries made through their research grants. The government keeps the patent and license, it is not a non-exclusive basis to anyone who wants to develop it.

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be extended to all federal research grants, including big business. Senator Stevenson and Senator Schmitt tried to persuade the Senate to do just that, but their amendment in the Dole-Bayh Bill was defeated 60-34.

Many supporters of the Bill agreed that in many cases, the Stevenson and Schmitt are right, but they dare not argue publicly for an extension beyond universities and small companies, for fear of provoking more charges that private business would enrich itself at the taxpayer's expense. "It is a case of the best being an enemy of the good", acknowledged Newton Catell, executive director of federal relations at the Association of American Universities.

Even the Bill as it stands has run into opposition from people who take a populist line that private organizations should not be allowed to profit from government-financed research. It is a minority viewpoint, but unfortunately one of the people who hold it is Senator Bayh, as chairman of the Senate Finance Committee. He is one of the most powerful men in Congress, and his opposition could be enough to sink the Bill.

The Carter administration favours a third approach, half way between Dole-Bayh and Stevenson-Schmitt. Universities and small business would retain the ownership of patents, while other contractors would be given rather less exclusive licences in specified fields of research. No one in the Senate has yet agreed to sponsor the administration's proposed legislation, but

Robert Kasstetter expects to introduce it very soon in the House of Representatives.

In addition to keeping out big business, the Dole-Bayh Bill and its companion measure sponsored in the House by Judiciary Committee chairman Peter Rodino contains other restrictions. One is the "pay back provision", which entitles the Government to receive 15 per cent of licensing income above \$70,000 a year or up to 5 per cent of gross sales above \$1m.

To some extent this is a cosmetic feature, as the Senate Judiciary Committee's reports make clear: "Although there is no evidence of windfall profits" having been made from any inventions that arose from federally-supported programmes, the existence of the pay back provision reassures the public that their support is taken into consideration when these patentable discoveries are successful commercially."

The Government would also have "march-in rights" on patents if the holder does not make enough effort to achieve practical application. And in exceptional circumstances "the Bill would allow an agency to go through a special procedure to keep the title to an invention, as, for example, when the funding agreement calls for a specific product to be used for research."

In short, any new federal patent policy written by Congress this year is likely to be a major improvement on existing practice—and a significant relief for university administrators who fear stimulus to industrial innovation.

Alumni colleges increase educational activities

The whole world has heard of the relentless enthusiasm with which colleges and universities in the United States pursue former students to become alumni. Now, however, the alumni are being asked to contribute more than just money. Many people know too of the services American alumni perform for their alma mater, from interviewing admissions candidates in their homes to lobbying in the corridors of Washington.

However, the services universities perform for their alumni may be less well known. One of the most successful and fastest growing of these is the so-called alumni college. More and more institutions are putting an educational emphasis on former students, and the number of alumni taking part has increased steadily over the past decade.

Further growth in the years ahead seems almost certain, as the number of 18 to 21-year-olds declines and academic institutions concentrate more resources on adult education. From the 1970s, such as Steven Calver, director of the Dartmouth Alumni College predict that in the future students will choose a college for the opportunities it offers for lifelong education and not just for its traditional undergraduate curriculum.

On the other hand Cornell, whose alumni college grew to become the biggest in the country, changed its name recently from Cornell Alumni University to Cornell Adult University. Nearly half last year's 600 participants were not Cornell graduates, and the university sees no reason to discourage them, Cornell offers four-week sessions in July and August, with a choice of 25 courses in that time ranging from "The seductiveness of evil" to "Sociobiology and modern Darwinism".

Although the oldest and best-established alumni colleges break even or make a small profit, most are probably run at a loss by the institutions, according to Mr Calver, who is preparing a book on the subject.

From the university's point of view they may be worth subsidizing for their public relations value. This is that their long-term return, in the form of increased prestige for the parent institution, more financial support from alumni and others, will more than cover the costs of getting them established.

the 'People's Republic and more recently a Dartmouth Egyptologist ascribed to party in archaeological sites along the Upper Nile.

Alumni colleges vary immensely in their character and their intellectual rigour. Some are essentially short family holidays.

Participants are encouraged to bring along their children and plenty of social events, sightseeing trips and assorted fun and games are laid on. The intellectual theme and classroom sessions are just an excuse to give the whole thing an academic feel. Others take the educational component very seriously, although participants are never given academic credit or made to take formal exams.

Though alumni college is the common term for these activities, it is sometimes a bit of a misnomer. They are aimed primarily at alumni—often after a survey to discover what sort of programme would be most appealing to alumni, and advertised most intensively to alumni, but there is from the time they formally accept anyone who applies.

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Open University programmes March 8 to March 14

Saturday March 8

- 7.30 Management in education: Policy Review: A case study in management research methods in education and social science. (1980) 10.30-11.30: The Open University of the Americas (1980) 1.30-2.30: The Open University of the Americas (1980) 2.30-3.30: The Open University of the Americas (1980) 3.30-4.30: The Open University of the Americas (1980) 4.30-5.30: The Open University of the Americas (1980) 5.30-6.30: The Open University of the Americas (1980) 6.30-7.30: The Open University of the Americas (1980) 7.30-8.30: The Open University of the Americas (1980) 8.30-9.30: The Open University of the Americas (1980) 9.30-10.30: The Open University of the Americas (1980) 10.30-11.30: The Open University of the Americas (1980) 11.30-12.30: The Open University of the Americas (1980) 12.30-1.30: The Open University of the Americas (1980) 1.30-2.30: The Open University of the Americas (1980) 2.30-3.30: The Open University of the Americas (1980) 3.30-4.30: The Open University of the Americas (1980) 4.30-5.30: The Open University of the Americas (1980) 5.30-6.30: The Open University of the Americas (1980) 6.30-7.30: 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from Guy Neuve

In order to match the research priorities of the government with the interests of contracting research agencies the report suggests two significant changes in budgetary procedure. It calls upon research-funding ministries to draw up policies and long term outlines to indicate their areas of priority and

The bulk of African students is from the Arab-speaking ex-French territories—seven out of ten. Students from developing countries appear to be moving into the

from John Richardson

The proposed convention expresses the wishes of Belgium and the Netherlands, to forge a common policy concerning Dutch language and literature in the broadest sense. It is intended to bring the convention into force this year.

They spoke of their satisfaction

Pierre Algren : given report

There is a real possibility that disputes between minorities over research areas will leave the proposals stillborn. It is still in the balance whether the directorate general will be able to assume some of the powers that Rajshchid foresaw for the Central Public Unit.

The French government's priority as regards overseas students is to help future teachers and technical personnel. In 1978-79 the government awarded 2,240 scholarships for overseas students to study in their home country and a further 721 grants for short study visits to France.

The ministers expressed the opinion that the availability of books in the Dutch language was of enormous cultural significance to the people of Belgium and the Netherlands, and that retail price maintenance agreements should not be allowed to restrict consumers' access to Dutch literature.

Uneasy truce for troubled campus

Iggy Mthebula, Mr Oupa Romachel and Mr Beonie Maschola—were barred from registering when the university opened last week for the new academic year.

Later the police arrived in force, stationing themselves at the entrances and strolling around the campus in case of trouble. No one turned up for a planned strike, and students streamed to lectures.

Students who their wanderlusty

from James Hutchinson

This lack of wanderlust is put down to several obivlous factors: a

This summarizes the findings, of survey, carried out by the government-financed HIS Institute at Manchester, among a representative sample of 3,300 students who were all well advanced in their courses. The purpose of the survey was to evaluate the curriculum.

of their campus will depend on the goodwill of a political system which has never shown itself too generous with finance for education—unhindered by strong voter potential.

from James Hutchinson

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This summarizes the findings, of survey, carried out by the government-financed HIS Institute at Manchester, among a representative sample of 3,300 students who were all well advanced in their courses. The purpose of the survey was to evaluate the curriculum.

ulted. They base their choice on the fact that the English language, which teacher was likely to put on them the best marks in the Abitur, the school-leaving examination, which is the passport to university. Today only 2 per cent of pupils took two modern foreign languages in their Abitur, compared with 10 per cent in 1970.

mass-aspect of dress-making
tions of higher education, and
limitation by: low of the activity
of student councils in education
rather than general public
matters.

North East London Polytechnic
seems set on pressing on with its

He then led a march through rush hour traffic to the lobby of the governors' committee meeting.

A NATPHE delegation which saw Councillor Edwards was told that it was for them to suggest alternatives to the plan. Councillor Edwards

He is currently, Parliameninry
Private secretary to Nicholas Ridley
and Neil Martin at the Foreign and
Commonwealth Office.

no secret that my views and those of Rhodes Boyson are not exactly identical. There is a certain difference of philosophy.

tribution of the environmental
es courses based there. The

...of the first to defend his de-
...takes many years for a de-
...to develop to a high stan-
...and reputation. It seems it
...take only a working party
...and two countries de-

the approach he will make to the job but one of the areas he is concerned about is long-term research into some of society's problems where education and Government could do more together, such as environmental issues.

He is concerned mainly about the students already here, those covered by ODA programmes, and his postgraduate. He thinks the sorry scheme for overseas post-

of staff that the NERP degree three strongly vocational—and the ing the Sociological Association has other to ecology department by the sions departments at other factu- tions not in accept transfers of in Se- ents from NERP. The specific proposals were

Conservative benches and not Labour Party. I thought that was fortunate. There has been none of the hullabaloo which I would have expected."

...but he thinks that some
chancellors have over-reacted,
makes the same point about
Local Council cuts: he regrets the

the course is not designed to compete directly with the enhanced

for some of the measures, but

Most people to higher ma
just want to be left alone to
on with their own teaching imp
research. fo

has built up its considerable reputation examining the development of other higher education

There is an extraordinary disparity between vice-chancellors and heads of colleges. Some of them are outstandingly good, some others have been uppointed out of desperation because nobody else would. Leadership is tremen-

ny. It will be interesting to see what extent he will be able to express his views on his colleagues' power.

Teesside, the hard option for Dr Longfield

Teesside Polytechnic's new director, Dr Michael Longfield, is a gritty Yorkshireman who weighs his public pronouncements with deliberate care.

He mulls his phrases around, savouring them for every potential pitfall before they finally emerge carefully drafted to avoid picking-forking him into controversy.

His reticence was a surprise, given Teesside's recent history. Dr Longfield's appointment follows very closely the decision of the Council for National Academic Awards to lift its threat of withdrawal of recognition from Teesside.

The CNA's vote of renewed confidence came after resources were rapidly pumped into the polytechnic by Cleveland County Council, and the former director, Dr John Houghton, retired prematurely.

Dr Longfield is unwilling to discuss the affair. "A great deal too much has been said about Teesside," he said. He shares the general resentment of polytechnic staff at the publicity it generated, much of which they regard as unfair in that there were untrue suggestions that academic standards had been criticized.

Government documents are not available. In the Public Records Office until a specified number of years have elapsed. A similar kind of rule to the 50-year rule is, I think, appropriate in the case of Teesside and the CNA.

His relationship with the CNA's chief officer, Dr Edwin Cleverly, is described as "cordial". And he acknowledges the value of the "CNA connexion" in helping achieve the advances that public sector higher education has been able to make.

In the past the CNA connexion has been the vehicle on which we have advanced the cause of public sector education.

But it does seem that the time has come—and perhaps already gone—when the relationship between the polytechnics and the CNA might be reviewed.

He regards the CNA's Partnership in Validation programme as a "step in the right direction" but in common with many of his fellow polytechnic directors feels it does not go far enough.

"It was the concept of public accountability that attracted Dr Longfield away from Leeds University to Liverpool Polytechnic as head of mechanical engineering in 1970.

"In 1970 I really felt public accountability was a concept in which I had the greatest faith—and I still have it. In the university world such an idea was unthinkable. I was going into a very different environment."

A major wrench when he left the Liverpool was the move out of Yorkshire. Dr Longfield had until that time been Yorkshire-educated, and with the exception of two years in the United States, had worked only in the county.

"I am a Yorkshireman, and Yorkshire is a wonderful place. I have no doubts about it. It is that they are very attached to their home county. I share this feeling."

He takes consolation from the well-known aphorism that being born in Lancashire is the next best thing to being born in Yorkshire.

"This pleasure at returning to work in Yorkshire was slightly marred when local government reorganization placed Middlesbrough firmly in the new county of Cleveland. Like most of his fellow Yorkshiremen, he regards this as a more technical matter."

"Cleveland's proximity to Yorkshire satisfies my innate feelings," he says diplomatically.

His class connexion with the Teesside affair and anecdotes about which other polytechnic directors have been in the dark, have not dented his early faith in public accountability.

Despite any unvoiced reservations he may have about funding through local authorities, he is sceptical



Dr Michael Longfield "Too much has been said."

David Jobbins meets the new director of a polytechnic with a controversial past

that a national body would necessarily do better.

"In Cleveland, when we need the authority it is there and supports us," he says in an observation which is "currently accurate but ignores the under-resourcing laid at the door of the former Labour Cleveland authority by the CNA."

If there were to be a central agency, the end of expert Cleveland authority gives the polytechnic in the past 12 months and in respect of the next 12 presumably would not be forthcoming," he suggests.

To that extent there can be disadvantages in the establishment of a central agency for funding.

One aspect of public accountability with which he has grown increasingly impatient is the system for course approval, which he describes on "romanticism".

"That aspect of accountability is something with which I am entirely dissatisfied—and the sooner it is changed the better."

It is a "major frustration" that the rate of which institutions could respond to national, regional and local needs was slowed by the system.

Dr Longfield emerged from Leeds University, where he took his BSc in mechanical engineering with first class honours and his PhD in tribology, at the very start of the polytechnic era.

"I came out of the university world in 1970 in the belief that the golden age of the universities was over. The expansion of the 1960s came to an end and I felt the challenge would move to the public sector. If there was going to be any progress in the world of education it was going to be in the public sector. I felt I could be revitalized by the change."

He rejected any suggestions that he would to the polytechnic world as an easy career option.

"An easy option it was not. And as it turned out it has not been anything like an easy option."

Certainly Dr Longfield has seen

the promised millennium for truly comprehensive higher education fail to materialize. As assistant director for academic affairs at Teesside, on appointment he took up in 1972, he saw progressive decline in resources begin, a process which culminated in the truncated events of summer and autumn 1978.

But, as a member of the four-person committee appointed to run the polytechnic from October 1978, and later as acting director, he was a major architect of the reconstruction which put Teesside back on the road to recovery.

Despite the problems, past, present and future, he has no regrets about his decision to enter the polytechnic world. "We have lived through hard times but never have I wanted to return to a university."

But there is a lingering regret that the polytechnic philosophy has itself failed to achieve one of its major ambitions: to widen the spectrum of young people who enter higher education. As so often when new educational opportunities have been opened up, it has been the middle classes who have quickly snapped up the goodies.

A major hurdle to discussing the issue with Dr Longfield is that one of the phrases which he refuses to utter is "working class".

"It is an offensive phrase—we are all working class," he says.

But his meaning is clear when he says: "The health and vitality of Britain depends on a very large extent on capitalizing on the abilities of our young people; but we need them from a far wider section of society."

When 100,000 students were now registered for polytechnic courses there could be no question of a "total failure". But we are still not tapping that immense reservoir of talent which exists across society as a whole.

Adults brace themselves against legalized assault

Adult education is under attack. Until recently an integral part of the local education structure, it is suffering more heavily from cuts in education spending than any other local or national service.

Since last autumn, about one in five local education authorities in England and Wales has either frozen provision, curtailed it severely or is planning to extinguish it altogether.

Many are reducing or withdrawing their subsidies and re-organizing the service on a self-financing basis. Grants to voluntary bodies, which provide adult education classes, like university extra-mural departments and the Workers' Educational Association, have been cut or withheld.

Cumbriss, Humberside, West Glamorgan and Hampshire have either suspended or made a substantial reduction in the number of classes an offer. A marked decline in enrolments has followed heavy fee increases in areas like East and West Sussex, Bromley, Berkshire, Somerset, Trafford, South Glamorgan, North Yorkshire and Cheshire. In Cambridgeshire students are objecting strongly to an order that courses must make a 25 per cent profit.

Outside outer London boroughs like Bexley and Sutton are refusing to reimburse the Inner London Education Authority for students who live in their area but study in the city centre.

Although most adult literacy schemes have escaped the worst cuts, the adult literacy service in Hampshire has been virtually disbanded and the Leicestershire service budget halved.

The vulnerability of adult education is explained partly by its structural weakness and partly by the vague requirement upon local education authorities to provide non-vocational classes under the 1944 Education Act.

Nowhere is its low priority in the time of cutback illustrated more clearly than in Nottinghamshire, where economies in the adult education budget last summer represented a cut of nine per cent of the total reduction in educational expenditure.

It resulted in a disproportionate 85 per cent cut in the number of classes on offer.

The subsequent political campaign by adult education groups and unions to have evening classes restored was the first of its kind in Britain. It has led to the authority's recent decision to put the service on to a self-financing basis.

But its claim that the saving in policy will restore provision to 75 per cent of its former reputable level has been met with scepticism by campaigners who feel that the damage already done is irreparable.

The cuts in adult education have been the last outcome of a series of public meetings, press statements and the mass distribution of leaflets. They have surprised county councillors who, through a concerted campaign of letter writing and private meetings, had put the case for adult education in the long term.

Working under the umbrella of the institute, until the summer, a free-standing adult education service in Hampshire simply as a widening of the role already played by the adult literacy education department, one of the largest and most outward-looking in the county.

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Charlotte Barry on the constraints within a vulnerable area of teaching

signers being expected to pay for courses telling them how to do so well on their pensions.

Enrolments suffered also among adult literacy students, who now have to pay for their classes which are held only in a few designated centres. The scheme has no permanent coordinator and a third of its part-time tutors.

The shock waves produced by these measures and the feeling that adult education was being seen as a politically soft option that could be dispensed with little pain spurred adult educators into immediate action.

Significantly, the Nottingham Adult Education Group has been spearheaded from the outset by a variety of individuals within Nottingham University's adult education department, including the East Midlands District of the Workers' Educational Association, neither of which were affected directly by the first round of cuts.

However, they see their decision to instigate an active defence of adult education service in Nottinghamshire simply as a widening of the role already played by the adult literacy education department, one of the largest and most outward-looking in the county.

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MPs face tensions and contradictions

John O'Leary on the Select Committee on Education which has been meeting recently

If members of the Select Committee on Education were in any doubt about the existence of tensions below the surface of higher education, two sessions of evidence from the managers of the system must have disillusioned them.

The contrasting perspectives from which the different organizations view the future were starkly apparent in the series of papers before the committee.

This will have come as no surprise to Mr Christopher Price, the chairman, who is a veteran of successive Select Committees on the subject and whose knowledge of the various interest groups stretches back well further.

However, the other members—five Conservative, two Labour and one Plaid Cymru—have no such close associations with the administration of higher education.

Although Mr Stan Thorne has been a lecturer in sociology and Mr David Thomas an adult education tutor, the committee is not composed of those MPs whose names are normally associated with education matters. Perhaps for this reason and because of Mr Price's (Leicester) inquiry into higher education is tending to bypass institutional questions in an attempt to solve them.

Members are plainly less interested in national bodies and local authority controls than in more basic matters such as the balance of subjects and numbers entering higher education.

Not surprisingly, this has not prevented the various organizations dwelling on their particular hobby-horses in written evidence. But questioning has invariably reflected the title of the inquiry—the organization and funding of courses in higher education. The MPs have been most

anxious to establish how students can be encouraged into areas of perceived national needs and whether institutions could and would respond to any such initiative.

The answers, like the initial submissions, have been predictable enough and thus far have not signalled an easy path for the Department of Education and Science's notion of a "broad steer" of sub-junct.

The Committee of Vice-Chancellors and Principals said directly that the universities would do no more than take note of the views of the DES along with those of industry and others. The DES was not the count and or else of all wisdom.

They conceded that Parliament would legitimately expect universities to keep themselves fully informed about aspects of Government policy and stand ready to respond constructively. They also accepted a responsibility to examine their own policies to see that they conformed to the national interest. But these were the only concessions vice-chancellors were ready to make.

The autonomy of universities does not confer upon them a right to pursue their own self-interest; it involves a duty to interpret, as wisely as they can, the national interest, and to identify the particular ways in which they can best pursue it, their submission said.

Despite a generally more favourable response from representatives of the maintained sector, the universities' response underlies all for the overall success of any future "broad steer". The college principals, polytechnic directors and the local authority associations all sprinkled their acceptance of the legitimacy of national subject planning with important caveats. And such warning was that any such policy should apply equally to the universities.

The local authorities, for example, noted in their submission that the current responsibility for the adaptability of public sector higher education had been one of its advantages. "There may be a temptation to assume that this adaptability will provide a convenient instrument through which any necessary rationalization of the system can be effected in a period of acute declining student numbers," they said.

While local education authorities, in discharging their responsibilities for the maintained sector of higher education, will be ready to play their full part in the development of national policy, they will wish to be satisfied that any plans for rationalization are related to the



Price, Thomas and Thorne: experience of education.

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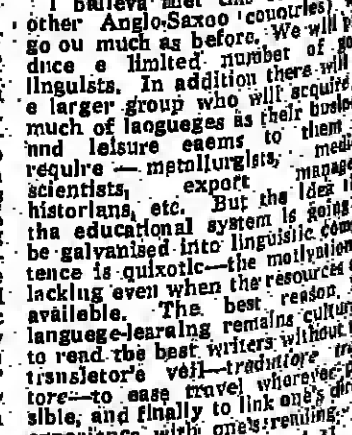
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How English is cornering the language market

Despite the force and merits of the report the position in 1977, 17 years later was:—

The English are by no means alone in their apparently ineptitude to cope with languages; they share this characteristic with their fellow Anglo-Saxons in North America, Australia and elsewhere. The level of motivation among Anglo-Saxons is low, and is declining; it is declining for two reasons: first, the creed of English as *lingua franca*—some people prefer the term "bridge language"—and second, the devaluation of the idea of the educated man whose image of himself connoted command over a recognized body



Italy still makes some obelance to French, and Holland to German and French. Though many Italians still find English difficult compared with French, English is gaining all the time.

The admission of Spain, Portugal and Greece to the EEC will increase

graduate. Twenty years ago, when audiolingualists were coming into vogue, it was common to teach a foreign language in three weeks. What happened to those businessmen? Even now it is common to see advertisements offering to teach a language in one week. The result is nonsense. As the philologist Sweet observed long ago: "Nothing will ever make the learning of languages easy . . . until everyone has recognized that there is no royal road to acquiring a new language. The public will continue to run after the quick method after another only to return disappointed to the old routine." These are statements that anybody who has been active in the field can confirm.

[illegible]

Why the lessons of Gould must not be forgotten

preferred theories, distorted facts, and relied on mutual support in the making of appointments. The report, for example, quoted with approval the view that the Council for Academic Freedom and Democracy was an organization designed as a front to control the advancement of whatever means of Marxist-Leninist authoritarianism to the education sector.

All this might have been regarded as just measures of amused indulgence frequently accorded, though not without limits, to big groups of the academic right. But for the cause of academic freedom, the reluctance of the Council to the reluctance

poes, his probatun which may well
mean climbing two hurdles; next
comes the efficiency bar where he
may be held for a variety of reasons
not all of them (in his own experi-
ence of cases) exclusively academic.
Thereafter he must gain the
opinion for his promotion of senior
lecturers, and give opinions for his
superior, and golden opinions for
his chair.

Aid you not I hear you cry?
Life is hard, cruel, and competitive
and only the best can hope to get
to the top. This simple view of
what goes on may show the penum-
bra of a doubt upon those who have

For many years now the UGC has been getting bolder, its "guidelines" becoming more insistent. Despite denials, it has also been apparent that some officials in the UGC have been sharpening their knives ready for the slicing of the university's autonomy. Now the opportunity comes. We must fight for our lives to maintain the ultimate principle: that we decide how we spend the money we are given. Once that goes, everything goes.

The author is professor of public law in the University of Toronto and chair of the Council for Academic Freedom and Democracy.


Were Thomists and Hegelians to insist on academic freedom in their being apporIALIZED to such deplorable manner? The case of Marxists is more obvious. Marxists have a political dimension of Marxism. Their Marxists have come to claim that they are the Official Culture of Western Civilization, and that to be accorded their due share of jobs and influence is a denial of academic freedom.

The solution is obvious. Philosophy departments must have a Thomist, Hegelian, Marxist, and a Utilitarian. And so, indeed, they have. The philosophical doctrines claim to

country in which the passion for state management also includes the management of the mind. One must go even further than that and explore the implications of an argument which would suggest that economic freedom is found only in the Soviet Union, and not in Britain. This argument takes off from the premise that anything that is really be called *economic freedom* must describe a privileged situation enjoyed by neediness in the absence of the community as it is in Britain. For economic freedom used to have the freedom to be continued on page

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Experts who agree to differ



It is curious, I think, if teaching the communications of knowledge gets too sharply cut off from research (the discovery of new knowledge). As a prelude to discussing the use that can be made of television in the teaching of history, it is worth considering what historians, in their pursuit of new knowledge, get from film, when the medium is by no means the principal ingredient in history television programmes.

To an historian, an artefact—Pipa Roll, pot, or diplomatic telegram, say—produced within the context of a particular social and potential value for the history of that society. Sources critical in one type of historical study may be absorbed into another. Thus, the "Pipa" films, which can be analysed and utilized just like any other kind of

Again, there are contrary opinions. An influential group of American academics has argued that a compilation film or television programme, using all the resources of the film directors' art, montage, and editing, can do more to come home to the deeper emotional truth of particular historical episode. At a rather different extreme, there are a number of distinguished French academics, including Professors Monod and Barbra Sorlin, who believe that by privileging editing contests and juxtapositions that can bring out underlying struc-

Now, I don't for one moment deny that the use of film calls for a specialist skills, just as, for instance, a good landscape photographer is essential before certain types of documents can be used; one certainly does have to understand how to work with film, and the sort of technological constraints operated on the makers. But the real trouble with film is that the world of the professional, the world of amateur film critics, and Hollywood

directors manqués who consistently fail to realize that their concerns do not usually coincide with those of the social historian. The greatest film asset of the greatest interest to historians: there is a large market; the bigger its commercial success, the more a film is likely to tell us about the unvoiced assumptions of the people who watched it. It is the tedious documentary, or the film financed by political subscription, which tells us nothing.

visual evidence: paintings, etchings, graphics of all descriptions, photographs, industrial archaeology, existing machinery, models of machinery, uniforms, puppets, maps, etc., etc. This is not for me is whether the programme can or cannot analyse the visual evidence, or whether it simply uses it as wallpaper against which a piece of historical exposition is narrated. In a way, those of us who work with film have it easy: compiling a history programme out of

something that others see as uninteresting is a complete mystery. I would like to believe that the Open University Foundation programmes on *The Introduction of the Machine* and *History* unambiguously serve a function which could not so easily be achieved by any other type of mechanism.

These Issues, and many more, have just been discussed again at the annual conference of the EEC in Brussels, early in February.

Say, then, the diligent researcher has completed a comparison of the way women are portrayed in French films of the 1930s with the way they are portrayed in British films of the 1930s. Does he communicate his findings? First, he tells his academic peers? Simply if there is any serious conceptual analysis at all in his work, he will have to rely on the good old written word. He may wish to substantiate his findings with a "quotation". Just as a colleague

In a different sphere would make quotations from *Hansard* or from French literary statistics, he will not, to *author* or *reader* analysis, actually to show other whole films, or a compilation of excerpts from films. This is a. written sources: each film based on written sources; history presented in written form; history which draws upon film needs both written analysis and visual presentation.

So I come to the use of television in history teaching. If what has been said above is correct, then there is little point in using television for the sort of history which is taught in schools, namely from written sources. And where television, very properly, is used to present history derived from visual sources (I shall come on to other ones, apart from film, in a moment) the television programme should concentrate on the presentation aspect, leaving the conceptual analysis to be presented through the written or spoken word.

[illegible]

Finally, two general questions. First, how good are British journals in the wider language area, especially compared with American ones? This is not an easy question to answer, but one can try. The *Review of Economic Studies* can hold its own in the field of mathematical economic theory, though not in mathematical studies in empirical economics. As general journals in economics, *Economic Journal* and *American Economic Review*, and possibly *Oxford Economic Papers*, can effectively compete with American ones. *Review of Economic Studies*, *Journal of Economic Theory*, *Journal of Political Economy*, especially in economic theory (less so in empirical economics),

having the opportunity of reading his paper. (I did, in fact, go on to read his paper, and mimicked it in the revised article, which he published without any evident grudge.)

The Economic Journal is now one of the most systematically edited periodicals, with referees vetting papers, editors vetting referees' reports, and the managing editor vetting everything by everybody. This has not, of course, stopped complaints being made that the journal's focus of interest is now narrower than it used to be.

There is also the caw that the journal is now more "neo-classical" than was the case a few years ago. To nip any architectural curiosity in the bud, let me hasten to say that "neo-classical" in economic does not imply replacement of the baroque by rectangles and other simple geometric shapes (indeed neo-classical economics can even have a touch of the rococo in its geometry). The

reference here is to the dominant school of economic reasoning which focuses in a particular way on the "marginal" or "marginalist" *perspectivas* (a *what would have been* the size of the total output had one more unit of labour been applied), as crucial building blocks for causal analysis. I personally think that the neo-classical approach achieves a good deal less than it promises, but there can be little doubt that the relatively neo-classical character of the *Economic Journal* is not out of line with the current balance of the variety of different schools of thought in neoclassicism.

Part of the complaint about the *Economic Journal* originated in the shift of its offices from its traditional home in Cambridge, to its current location at Nuffield College, Oxford. When this shift occurred some years ago, it became the case that four economic journals were published in Cambridge: the *Economic Journal*, *Oxford Economic Papers*, *Oxford Bulletin of Economics and Statistics* and *World Development*, while Cambridge had none. In the consequent adverse reaction in Cambridge, there was a trivial element of self-interest, although it was not the only one, but most of it was a feeling of worry that

Cambridge, which had pioneered more innovations in economics in this century than any other university, would lose its grip on the world of academic economics.

One response took the form of the floating of the new *Cambridge Journal of Economics*, not to be published until the year 2000. Contrary to what the name suggests, this is not, in any sense, a journal of the Cambridge faculty of economics, but is run by the Cambridge Political Economy Society.

The *Cambridge Journal* reflects a different approach to economic publishing compared with traditional academic journals, and this is explained by the society itself. The initiative springs from the belief that the economic approach rooted in the traditions of Keynes and Marshall can still much contribute to the understanding and treatment of current economic and social issues."

Given the recent revival in academic interest in Marxist economics, which is not confined to the United States, the publication of *The Cambridge History of the United States as a Capitalist Society*, the product of a reasonably rich harvest of contributions. The promise was made richer by the hiatus between the left-Keynesians in Cambridge and the geographically displaced Economic Journal.

While a bit of that promise has been fulfilled, the *Journal* has not been able to

filled, the *Cambridge Journal* seems to have been persistently plagued by dissension within its editorial board on important policy issues. Given its open style of government, this had led to some dirty linen being washed in public, including records of its stormy board meetings, circulating in such "enemy territory" as the office of the editorial policy, including advertising opinions on topical issues, refereeing articles with remarkable speed, and publishing them quickly. In so precarious subject like economic development, with abiding concern and faithfulness, quickness is especially valuable. As Mr. Thompson has noted, "in skating over thin ice, our safety is in our speed."

Finally, two general questions. First, how good are British journals in the wider language area, especially compared with American ones? This is not an easy question to answer, but one can try. The *Review of Economic Studies* can hold its own in the field of mathematical economic theory, though not in mathematical studies in empirical economics. As general journals in economics, *Economic Journal* and *American Economic Review*, and possibly *Oxford Economic Papers*, can effectively compete with American ones. *Review of Economic Studies*, *Journal of Economic Theory*, *Journal of Political Economy*, especially in economic theory (less so in empirical economics),

In the radical league, *Cambridge Journal of Economics* had the promise of providing something that no American journal does, but the promise has not been fully realized. In contrast, the *Review of Radical Political Economics*, published in New York, has been able to deliver both more innovative Marxian economic analysis and more penetrating empirical investigation than any of the British radical journals have been able to produce.

There is one field in which British supremacy is not in doubt, and that is of course the specialised world of studies on the British economy. Naturally, the foreign journal quite does what the volume "bank reviews" do here, or what the *National Institute Economic Review* or the *Cambridge Economic Policy Review* provides. One never knows, of course, and it is possible that a neatly dressed Japanese gentleman will soon arrive and observe, and then conquer, the immediate plains of Yokohama. But, more immediately, one has to recognize that the right companion is not with studies of the British economy as done in different parts of the world but with studies of the respective local economies. In terms of this

The second general question concerns the increasing use of mathematics in the British journals of economics. This is more noticeable in some fields than in others, but as we remarked earlier, it extends to some extent in every journal. The British journals are not exceptional in this and the trend is world-wide. Is this a healthy trend? There are problems which it creates, but I think

On the subject does lend itself to fruitful non-mathematical treatment. Applicability will increase as the types of mathematics used cease to be chosen on the basis of their success in doing so, especially physics—a tradition that contributed not a little to the sterility of mathematical economics in the past. The variables that the economist has to deal with often call for different, typically weaker, types of measurement than used in the more exact mathematical tools have to be correspondingly chosen.

is, of course, that the ease that there are no problems in the area of increasing the use of mathematics. There is a real problem that a sudden shift in the tools of analysis creates a division in the profession and hampers communication between groups. This arises partly from the difficulty that non-mathematicians have in understanding and encountering mathematical articles which look opaque, and indeed it might appear that the medium is the message. But it also arises from the problems that the narrowly specialized mathematician has in trying to learn how to follow intricate and clever non-mathematical reasoning by people who are trained to excel in it. The problem isn't so much the use of mathematics but the sharp differences in disciplines and training which make it difficult to have a free interchange with communication in both directions.

The second problem concerns the narrowing of gates that sometimes goes with the determination to use only mathematical reasoning. When the challenge comes not in impression, but in difficulties of perception and judgment, the trigger-happy mathematician aboard can be quite a nuisance.

Finally, while mathematical statements are, in one sense, precise, their real-life translations can be sometimes very elusive. This can mislead the author, and also give the reader the opportunity to mislead his readers by hiding his more dubious assumptions; "My English text," said Gblon, "is chosen, and all licentious passages are left in the decent obscurity of a learned language." A good bit of licence stays decently obscure in the journals in economics as well.

The author is professor of, economics at
Oxford University.

H. T. Dickinson is professor of history at Edinburgh University.

BOOKS

Classroom management

Class Control and Behaviour Problems: a guide for teachers
by Malcolm Saunders
McGraw-Hill, £7.50 and £3.95
ISBN 0 07 084093 8 and 084102 0

Problems associated with class control are nothing new, but there are many teachers now who would contend that it is increasingly difficult to maintain order. Yes, there are still large numbers of good, experienced teachers who can manage their classes with ease, but even they have to admit that classroom problems seem more intractable, the types of disruption more severe. There are so many children with emotional and psychological disturbances, so many parents who have given up the struggle and there are fewer sanctions to impose. The social ills of the world outside soon find expression inside the school.

So where to turn for help? One could do worse than to turn to Mr. Malcolm Saunders' book which sets out to identify the variety of problems to be found in schools and to suggest a number of techniques and strategies that may help overcome them.

Each chapter is conceived as a series of responses to some of the burning disciplinary issues in today's classrooms. This enables the author to consider the difference between "the bloody minded and the sick", the behaviour of teachers, the establishment of the best atmosphere for effective teaching, the actual handling of disruptive behaviour, the school's contribution to the solution, specialist help and advice, emotional maladjustment and many other matters.

The end result is a convincing and constructive study. Inevitably some familiar terrain is covered. Does one need to be told yet again that discipline can be the result

of poor lesson preparation or inadequate motivation on the pupils' part? It is necessary to emphasize that the establishment of a friendly, relaxed and non-hostile atmosphere is especially conducive to good teaching. The answer must be "yes" since even the most experienced need reminding of this from time to time and to the least experienced the suggestions may come as a light on the road to Damascus.

The most valuable chapter deals with the mechanics of classroom management and the minute by minute, lesson by lesson handling of disruptive pupils. Here Mr. Saunders is at his best in looking at the characteristics of the disruptive and commenting on the apparent irrelevance of school rules to a small proportion of its pupils and at the types of personal relationship that must be established if success is to be achieved. There is much sound advice on how to maintain control in the face of persistent aggression, how to control the situation, how to defuse and avoid confrontations that are damaging to pupil and teacher alike.

Equally valuable in its way is that section which deals with the behaviour of teachers and the particular form of role conflict they may face, for instance, between the professional and personal approach to teaching. It is as well that teachers remember that their judgments may sometimes be clouded in their dealings with pupils. Self-awareness and self-command must lead inevitably to greater control in the management of pupils.

Charles Stuart-Jervis is headmaster of Abbey Wood School, London.

Word tests

Language tests at school: a pragmatic approach
by John W. Oller
Longman, £6.50 and £4.00
ISBN 0 582 55365 2 and 55294 X

John Oller argues that language should be taught and tested with materials that require the learner to participate below the surface level of written and spoken words to their meaning in his world. It is artificial to ask a child whether it is sheep or ships that are depicted, since they are rarely seen together or confused. Yet into such unnatural contexts is the learner led in pursuit of word contexts, and of such contexts are discrete point tests of language skills made. They purport to assess the learner's ability to produce and interpret intonational and stress patterns, his knowledge of vocabulary and syntax, and of aspects of reading and writing. However, the author claims that such tests are weakly backed by theory and are vulnerable when put to rigorous empirical analysis.

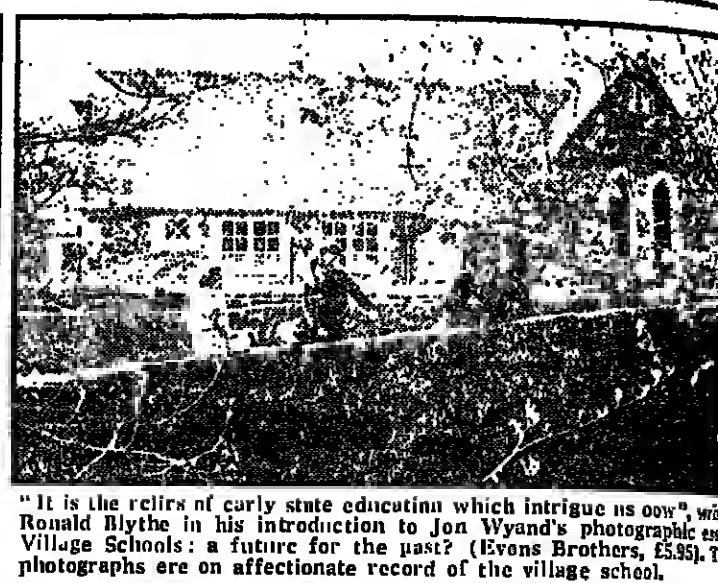
Oller contends that discrete point tests have been influenced by a linguistic tradition (running from Bloomfield and Chomsky), which neglects meaning. Pragmatic expectancy grammar is advanced, since it emphasizes both the meaning of words and the actual process of understanding. The linguistic task of teaching and testing language is inseparable from what we know of the process of learning words and meanings and vice versa. The process takes place in real time and, since the human short-term memory has a span of a few seconds only, a lengthy sentence must be apprehended one meaningful chunk at a time. It follows that if it is to be a dictation test, it must be made between long stretches of about ten words, the meanings of the stretches must be interpreted, whereas two or three word stretches could be transcribed without understanding.

The learner is also characterized by the knowledge and presuppositions that he brings to his tasks. Moreover, he is very active in making inferences from the discourse and forming expectancies and guesses about what is coming next. Pragmatic expectancy grammar argues for tests that make room for the learner's knowledge and activity. Cloze tests are good examples; the deliberate gap in the discourse can be closed by informed inferences made from preceding material. About one third of the book is devoted to the modification of discrete point tests and to ways of constructing new tests which are consistent with the author's view of language.

The vulnerability of discrete point tests to empirical investigation is discussed in the appendix, notably in the light of the Carbondale Project 1976-77, in Southern Illinois. Twenty-two well-known teachers, covering a wide range of opponents of the four language skills were given to 27 students of English as a second language. Factor analysis disclosed that the tests appeared to be measuring general language proficiency, regardless of their specific purposes. Indeed, their measured results, if these results are confirmed with subjects for whom English is their first language, then it would seem likely that there are language tests that do not measure that for which they were designed. But what if factor analysis produced similar results from Oller's tests? Logically, he would expect them to be alternative measures of the internalized expectancy grammar.

The book affords ample evidence of thoughtful preparation, for example in the provision of summaries and questions at the end of each chapter. The author is prepared to expound theory and give practical advice on test design, where, for example, he neatly illustrates the difference between natural and artificial contexts. It is a pity that the references are almost exclusively to American schools, but it is a valuable book for British teachers at all levels.

John Bradshaw is a senior lecturer in psychology, Department of Educational Studies, University of London.



"It is the relics of early state education which intrigue us now," writes Ronald Blythe in his introduction to Jon Wyand's photographic essay *Village Schools: a future for the past?* (Evocon Books, £5.95). The photographs are on an affectionate record of the village school.

Ideological issues

Ideology and Curriculum
by Michael W. Apple
Routledge & Kegan Paul, £6.95
ISBN 0 7100 0136 3
Reclamations—essays on culture, mass-culture and the curriculum
by Peter Abbs
Methuen Educational, £5.95
ISBN 0 435 18024 X

Both of these books are welcome additions to the analysis of the school curriculum. They share a concern with the impact of political, ideological and cultural forces on the school and both are high-level theoretical discourses, although they are built on very different philosophical foundations.

Ideology and Curriculum, as the title might suggest, is part of a developing neo-Marxist approach to the sociology of education which increasingly focuses on the political context of the school curriculum, asking questions about the nature, selection and transmission of knowledge, to whom, by whom and why. The answers to these questions are of course self-evident, given the perspective: that school pupils (in the United States of America and Western Europe) select and hierarchically and given different kinds of knowledge which reinforces the dominant ideologies of the ruling groups in capitalist society and enhances the unequal structure of that society.

To be fair, Apple's analysis is far from this simple. He uses a range of concepts such as hegemony, ideology, the selective tradition and social justice, many of them derived from the work of Antonio Gramsci and Raymond Williams, both of whom he cites extensively. Apple also makes use of the work of Pierre Bourdieu on cultural reproduction, linking it with the writing of the small number of curriculum researchers in Britain and the United States who are thinking in the same tradition.

My reaction to this book is mixed, however. There is certainly a need to move away from some of the descriptive, non-theoretical approaches to curriculum and it is refreshing to find a few curriculum sociologists who are now employing sophisticated language, concepts and analytical tools, much of it located in European Marxist and phenomenological philosophy, but the shift in emphasis how needs to be checked. If (I allowed myself to think) total knowledge is to be checked, according to Apple, is to study the total knowledge does he not cite more evidence of this being done? As a result of this deficiency his consistent theoretical stance becomes deterministic and defeatist so that we all suffer the ineluctable and crushing power of the dominant ideology.

In actual fact, more classroom teachers are now trying to bring about change. Many are aware of the inescapable political nature of teaching and are trying to adopt a more critical approach. There are also researchers in Britain investigating the sociology of classrooms, using anthropological methods. If we are going to know what is going on in the classroom we need a developing theoretical framework offered by Apple. In this way we will all benefit.

John Bradshaw is a senior lecturer in psychology, Department of Educational Studies, University of London.

of essays is attacking the assumptions of Michael Apple, who gives us an account of the development of our education system by ideology of mass culture and modernity which has the effect of creating an instrumentalist and mechanistic ethos in schools, leading to an obsession with means and ends, and a neglect of the human element. One of the disturbing results of this is the division of human abilities into distinct compartments, separating thought from feeling, intellect from emotion. Abbs does mention it, but one of the systems of evaluation, from the United States but influential in Britain, divides all human abilities into three taxonomies—cognitive, affective and psychomotor.

The practical school implications of this cult of rationalism, which has led to the exclusion of children can encounter and exploit emotion, namely the expressive disciplines (art, dance, drama, music, poetry, literature, film) have been accorded a minimal place in the overall school curriculum. Where they do appear, they are usually as a reward for good behaviour (usually on a lesson a week) or as a substitute for English, social studies or human studies, their aim is social adaptation, not critical inquiry or exploration.

Abbs is an astute and thoughtful writer. He infuses his whole book with a critical section in part three. He forces his attack on the official curriculum of the school, tracing this split historically through the various philosophical traditions back to the Greeks but he does not how the rational-mechanistic ethos has gained special ascendancy in the twentieth century. He cites Michael Apple, Abbs is trying to question the unquestioned and probe the curriculum, hidden and otherwise. He also wants to know how the dominant ideology (the mass culture and technology) affects the way in which we interpret the world, but he does not, as Apple, he does not offer a systematic political and economic explanation, such as Marxism, to put his faith in individual and better teaching with a critical approach.

I found the middle section of the book, the part on mass culture, very satisfying. While I sympathize with some of his analyses and criticisms (I allowed myself to think), I believe the whole of the book is a masterpiece of the most kind. There are many points of view, many points of view, many points of view. There are many points of view, many points of view, many points of view. There are many points of view, many points of view, many points of view.

Taken together, I liked both books. They deal with education in a powerful and critical way, and they are in a political context which belongs and elucidates its role in society. We need more of this kind of writing, and we need more of this kind of writing, and we need more of this kind of writing.

Barry Dufour is a senior lecturer in psychology, Department of Educational Studies, University of London.

Comparing systems

Comparative Higher Education: research trends and bibliography
by Philip G. Altbach
Mansell, £11.80
ISBN 0 7201 0825 X

Since half this book's 200-odd pages are devoted to an excellent bibliography of over a thousand items and its accompanying apparatus, this will be invaluable to anyone seriously interested in the subject and essential to anyone contemplating research in it. Concisely, it is gratifying that, among over fifty periodicals referred to, *THES* is described as being "unparalleled anywhere in the world in its coverage and quality".

The first 90 pages consist of a long essay which is an admirable example of skilful compression, absolutely solid without being at all solid. It intermingles innumerable factual references with lively, sometimes polemical, commentary. It is a pleasure to keep up a momentum and sense of progression.

Genuinely comparative educational study is still in its infancy, but Professor Altbach draws attention to some very promising areas. He is closer to the front line, and thus more aware of differences, and is fortunate in having several scholars of note—indeed, some whole teams—with the experience and expertise to investigate this important and complex area. There is the East European Institute of the Free University of Berlin, Oskar Anweiler and his group in Bucharest, Dan Głowacki and his colleagues in Münster, and of course Professor Mitter of the German Institute for

This approach enables one to appreciate why after all these comparisons the example of the professionalized early University of Paris is still potent over most of the world. It is passing strange that although Professor Altbach does not remark on it—that the student of recent years, in all their clamour for "participation", "student power" and so on, is still the descendant of the student-dominated early University of Bologna.

It is interesting to see how the nineteenth-century German universities, with their emphasis on research and academic freedom, and their freedom, so distorted the image that "professors" became "semi-autonomous barons" and seem to have met one of the needs of the wider society. The spread of German influence in the East and Japan, and of British influence in the West, and the more recently followed by the export of American ideas and models. Only in a few fortunate centres does any university survive.

"Reforms", Professor Altbach remarks, "usually have to be stimulated by major crises. And, to what must be the statement of the year, reforms have not been over-whelmingly successful in most of the elements (do we not all know that the introduction of modern management techniques produced increased bureaucracy and a consequent loss of initiative in governance inventiveness and decision-making). The quality of the French system of higher education, its emphasis on the importance of the reproduction of cultural "capital" through the education system has had a powerful influence on the sociology of education, extended by other products of the Bourdieuian school".

Of more general interest is its value as a base from which to construct an understanding of the events of 1968. To begin with, the author is aware of the enormous guilt which separated those at the bottom of the social structure from those at the top, expressed in terms of their chances of getting into higher education.

The processes of a university's child getting into a university, more about eighty, three less than those

Secondary School Graduation: university entrance in socialist countries, a comparative study
by Wolfgang Mitter
Pergamon Press, £7.50 and £5.00
ISBN 0 08 02237 4 and 02238 2

At a time when it is being realized, in some quarters at least, that the Eastern European education systems are not simply the Soviet system writ small, and that there is still a serious dearth of material in English on these countries, any addition to our knowledge is welcome.

There has long been much more work in this field in Western Europe than elsewhere in western Europe. It is closer to the front line, and thus more aware of differences, and is fortunate in having several scholars of note—indeed, some whole teams—with the experience and expertise to investigate this important and complex area. There is the East European Institute of the Free University of Berlin, Oskar Anweiler and his group in Bucharest, Dan Głowacki and his colleagues in Münster, and of course Professor Mitter of the German Institute for

French elite culture

The Inheritors: French students and their relation to culture
by Pierre Bourdieu and Jean-Claude Passeron
University of Chicago Press, £9.00
ISBN 0 226 06739 4

The events of 1968 undoubtedly left their mark on French society and culture; but what effect did they have on the education system which was in part their cause? A tricky question. Nineteen sixty-eight was not just the events of May, the bogorres between CRS and students in the "guerrilla" of Paris, although the media were prepared to let us think so, and our collective memory seems to predispose us in that direction. There was of course a real crisis in the French education system which began in 1968, but it is not at all clear that it alone specked off a revolutionary crisis in French society, because many other social, economic and political factors were heading in that direction.

What is clear is that France's education system had not adapted to the vastly changed social and economic structure of the post-war world. The universities were still organized along traditional lines, providing a highly intellectual training which took little account of the needs of the wider society. Perhaps worse, the system was patrician, authoritarian and elitist, encouraging a high level of individualism, competition and elitism. The system was a highly effective mechanism for the reproduction of social inequality, and it was the appreciation of such things which led the *Confédération Générale du Travail* to want nothing to do with the students, preferring to exact from the crisis more pragmatic advantages for the workers than the pot of gold at the end of the revolutionary rainbow.

Paradoxically, 1968 led to a general reform of the education system which in some ways intensified its problems. Although more emphasis is now placed on technical knowledge and skills, the "qualifications explosion" has led to both devaluation of diplomas and graduate unemployment. The authors discuss these problems in an epilogue, which deals with some of the strategies employed by the dominant class to combat these threats to their privileged position. Sadly they do not deal with the crisis in the social structure as a whole, but this is a minor criticism. This book is a classic of empirical sociology of knowledge, and it is valuable to have it in English translation. Perhaps we will now begin to see a few more of the Bourdieuian school's work in translation—especially the dealing with cultural reproduction such as *Anatomie du Gâté*?

Of more general interest is its value as a base from which to construct an understanding of the events of 1968. To begin with, the author is aware of the enormous guilt which separated those at the bottom of the social structure from those at the top, expressed in terms of their chances of getting into higher education. The processes of a university's child getting into a university, more about eighty, three less than those

Cyril Bibby

BOOKS

Selection under socialism

International Educational Research in Frankfurt, who has an impressive catalogue of comparative scholarship in his credit.

This book is the outcome of a study by Mitter and his colleagues, published in German in 1976. It is limited to the title suggests, as the transition from secondary to higher education is probably the most critical in the East European systems, and the one where some of the problems emerge in a particularly acute form—namely (except in East Germany) the production of far more potential entrants than the higher sector can admit, hence the need for selection, while trying to balance academic and social criteria.

To clarify the background, therefore, there is an examination of the expansion of secondary schools, and in particular, there is a change of function as well as structure. Before reorganization, secondary schools were virtually guaranteed to all who lasted the pace. But with the advent of their version of "secondary education for all", this changed completely. The com-

mon pattern was the development of a unified basic school up to about age 15 or 16, with differentiated upper secondary schools thereafter, normally of three kinds—academic, vocational (the equivalent of apprenticeship training). But the ways of organizing the basic schools, the transition to differentiated upper secondary schooling, and the sorting out of higher education entrants, all vary considerably, and tend to vary more as time goes on. The summary of similarities and differences between the Comecon countries is therefore particularly useful, as are the sociological analyses of current trends, which are competently and clearly set forth.

But if in some respects the book offers more than the promise of its title, in others it gives less. Even in the limited sense in which the term "socialist countries" is used, the coverage is not complete. Parity for linguistic reasons, but more because of financial limitations, the field studies were confined to the USSR, Czechoslovakia, East Germany, Poland and Rumania. Bulgaria and Hungary (using other sources) are referred to occasionally.

Nigel Grant

Nigel Grant is professor of education at Glasgow University.

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Peter Hamilton lectures in sociology for the Open University.

The journey touches the edges of the Kofu Flots—an archipelago of paradise even the uninformed among us are singularly impressed.

Anthony Eg

The author is a lecturer in physics at the University of Zambia.

and "Recent Developments in Nuclear Fall-Out Shelters". Finally, I should say that I was available to enhance employment from next Monday, 11th. Yours, P. Winkler (Emeritus Senior Lecturer).

Root Winkler: One could hardly envisage a man who had so far failed to grasp the lustre of the other side of the Automat tea machine, making a major contribution to elite technology. But still, a job was a job. Reluctantly Lapping wrote NUBA (Not University Business) and signed his signature and POF in the top right hand corner of the envelope.

He paused from his labours and melancholically looked out across the former university playing fields where even now the first springs of the new potato crop were beginning to show above the brown earth. He thought, "If only he could see the Chancellor before him, the one who had lifted on the Waggle his Dog stall and behind him the familiar figure of the Professor of Applied Economics with his tray of lottery tickets. It was going to be a cruel spring. It would be cold, uncompassionate materialism. William would smile at his own sentimentality, he would step firmly from his walled and walled off little box, the POF of Winkler's society.

LETTERS TO THE EDITOR

Teachers in training need more than a survival kit

Sir—Though it is a valuable contribution to a much-needed discussion, I can't help feeling that the defence of university PGCE courses by Smyth, Hannam and Stephenson (1988, February 22) both concedes too much to the *siren* voices of university and school and yet fails to open up the system to the critical teachers and students alike in the initial training year.

Not least among these pressures is the very obvious one of time. Somehow, in two university terms, and with one or sometimes two periods of teaching practice, teachers are to be equipped to face the demands of the school full time teaching post. All too often, as a result of this pressure, it seems to me, students end up being processed rather than trained. The stress in their training can easily fall on the provision of techniques rather than on the development of the necessary time for reflection is discounted. The independent minded evaluation and criticism of the educational system which your contributors endorse depend absolutely on the development of this reflective power. The psychological and intellectual change involved in the transition from pre-conceptual as an educational consumer to becoming responsible for the education of others is not one that can be fed or

organized by the administration of techniques and resources.

Whatever its academic prestige, an education department ought to be a humane centre in a university. Seen in this light, part of our responsibility as university teachers has to do with pointing students in the direction of educational theory which will enable them to think for themselves, to put their thought in the classroom, and not simply out of expediency. Students' despair at theory characteristically has to do with its presence as predigested (and low-level) "gobbledy" totally detached from the notion of every teacher's necessary development of a personal style, which he or she organizes his personal experience, education, and perception of where the human mind intellectual needs of his charges lie. To put it in this way is also to emphasize the fact that a professional training centre which does not have to continue learning itself, is students at its centre is educationally barren. This is why, with my own English students, I put so much stress on their need to develop their own reading (and often to rediscover their own enjoyment), and their own untapped skills as performers, writers, and so on. I would much prefer to call myself an English teacher who works in an education department.

We are not "a kind of priesthood" (heaven forbid!) but *teachers*. What, as teachers, ought to mark us out is that we know more about our own learning—that knowledge depends on us continuing to develop our expertise as teachers both within the school and university context. It is frankly the best kind of research we can do, and the most immediately relevant to the needs of our students.

Yours sincerely,
E. A. HADLEY,
Departmental lecturer in education,
University of Cambridge.

Sir—Since Professor Taylor first called us all to the urgency for a united teacher education voice across the binary line, progress has been made. PCET is now recognized and is active in discussions with interested bodies. The next step towards JCET is the establishment of a consultative body to speak for the colleges and institutes of higher education alongside UCET and PCET.

Finally, the membership of JCET must involve the whole profession.

Yours faithfully,
JASON GRADY,
Chairman
Polytechnics' Council for the Education of Teachers.

A Light from Eleusis: opinion and evidence

Sir,—Leon Surette's letter (*THES*, February 22) about the criticism of his *A Light from Eleusis* in my article "Learning to Read The Cantos" (*THES*, February 1) is a mixture of the false, the misleading and the irrelevant. He writes: "I know nothing of Mr Moody, and have never read any publication of his." I have never read any publication of his, but I have read the *Cambridge* *Cambridge* edition of his *Index*, and an article of mine about *The Cantos* is quoted from on page 291. (There are also substantial traces of it in his pages 191-195, without acknowledgment.) Of course his knowing me, and mine, or not, is

He wrote that "Surette's whole account of Eleusis is a jumble of false distinctions, misrepresentations, and misconceptions." He objects that this sentence has: (1) a misrepresentation of the contents of this book; (2) supported by references to his own misperception of the contents 81 e, to feverish three pages; and (3) false. (1) The sentence is patently not a description of the contents of his book. It sums up the preceding detailed analysis of his account of Eleusis, and is only a misperception on his part. (2) The sentence is only a misrepresentation of his book, with quotations only from his discussion of page 211, but also from pages 64, 65, 67, 68 and 78. (3) If Professor Surette thinks my judgment is wrong, he should address himself to the society, and not to which it was based, and to the arguments by which it was reached. He cannot deny that he did write what I said he wrote about Eleusis. He has shown no reason why I should reconsider my judgment.

He seems to be suggesting that I

noticed by one theme of his book. But he himself claims in his book that his recognition of the relevance of the rites of Eleusis to *The Cantos* is what is most original and important about it. The only other theme of importance is the failure of *The Cantos*, but in his letter he plays down this. Still, he did write, not just that "some things are aesthetically false," but that the epic as a whole was a "failure," a "botch," "didn't come off," etc.

He detects in my review the implication that his book is "an attack on *The Cantos*," not dismises that "work" as "unintelligible, meaningless or ramblings"; and I am sure that he would not have said only this; it is shockingly irresponsible and dishonest. That could be considered libellous. So far as there is such an implication, it is to be found only in the first sentence of the article, and in the final sentence of a paragraph concerned with his book. Both sentences are, in my own phrase, *his own terms*. That one phrase was my saying he "is so sure that it is Pound who 'has got it all wrong'." Surete thinks this "wickedly disingenuous" of me.

He confesses that the lapse into the commonplaces of the "epic" is intended of "all" "I should have said" "essentially" or "fundamentally," since he does mention "boutique" and "felicities." Just the same, his strategy, as he says on page 4, is to focus on the fascination of the failure, and to leave the felicities for the "theoretical" and "main" emphasis throughout his book falls upon how the poem went wrong. And it is a matter of fact that he does describe the bulk of *The Cantos* in precisely such terms

as if they were "mine".

He writes at some length about "the sheer unattainability" (page 149) of the Chinese cantos, and makes the same point again about the Adams cantos. He says that "To come to the *Pisan Cantos* after the *Fifth Derod*, Chline and Adams, is to go home again to familiar human discourse after having been kept reeling in nightmarish vertigo by an unceasing bobble of diamonded voices" (page 224). In *Rock-Drill* and *Thronen* "the memorable reverie . . . becomes more obsessive, more gurgulous, and more obscurely obsessive, the memory impenetrable surface of the old man's mumbblings lies on astonishing—indeed obsessive—coherence"; and, again, "a mumbbling over of unexplained verities" (pages 228, 229). *Drifts and Fragments* "are in the sense that they are dialectic—obsessive, reeling, and in a way mind poring over old volumes" (page 235). "If such remarks seem dismissive, and give the impression of an attack on *The Cantos*, then Professor Surette has only himself to blame for it.

Whether than speculate about my motive for writing his book was bad, Professor Surette might try to take in the reason I spent out: his obsession of "the light from Eleuon", the "ludicrous" of his reading of the phetis, and the unreachability of his thought." There are these things, then ottocken on *The Cantos*.

Yours feebly,
A. D. MOODY
Department of English and Related Literature,
University of York.

Entrepreneurial spirit

Sir,—In the small world of business/management education, training, one of the sad facts that the senior executives on little time is given to the problems of teaching the business students how to assist them their potential, list them the essential skills and teaching them to lead more responsible lives. If you want supporting evidence, take a copy of the *Financial Times* and look at the back and calculate the percentage of its space that is given to vocational problems of teaching.

Certainly of the 161) re-
most of our time is taken
instructive problems
democratic lines with observ-
in the same area
shortage of financial resources
Government Department
furloughs overlap, with
in the market place for educa-
numbers of students in
words, our time is occupied
entirely in the political and
of the education, but
much the head of
These gloomy thou-
from a recent letter I
said, on indulgent ex-
said, "Why is it that is
entrap you do nothing to
entrap mental spirit
your country. Why don't
taught to recognize
opportunities. They don't
ought an attacking
approach to all business

Now here is a genuine educational problem. BEC believes that students can and should be taught on an integrated basis, the particular skills to be used in their careers in an increasingly changing business world. We cannot say that they are all right, how common, how to get the best out of people, the importance of the human writing clear English, mathematics, including simple computers. But can one teach 19-year-olds how to develop the entrepreneurial spirit? That at a higher level, it has seemed to me that the business School, with its two-year case study program, actually drains out the entrepreneurial spirit of the students.

It is an important development—especially against a Kingdom background of various industries and a large bureaucracy where an approach to sales and marketing is necessarily the road to motion. It is desirable to have the entrepreneurial spirit in your business education degree. I would like to know what your degree courses? I have successfully done some of them. Indeed, possible? I would like to know what I have of my fellow workers in the industry think about it. Yours sincerely,
JOHN BRUCE LOCKHART,
Chairman,
Business Education Council,
68-173 High Holborn,
London WC1.



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Flowers: tough but realistic

The *Flowers* report on medical education in London had to contend with three deep rooted, exceedingly complex, and inextricably entwined problems: the high cost of medical education in London; too many small schools (some with too primitive a curriculum); and the impact of the shifting pattern of National Health Service priorities.

It is to the credit of the committee that it decided to confront these problems head on rather than try to slide round them by suggesting *sumo placebo* comprise. Their report therefore offers not only a tough and realistic appraisal of the situation but also by medical schools in London but also a clear, if harsh, solution in these terms.

Even the committee's critics should thank Lori Flowers and his colleagues for that. No one now will be able to pretend that no problems exist for doctors' patients. Flowers has established the need for radical action in a manner that puts it beyond further dispute. It does not follow, of course, that the detailed proposals made by Flowers should be implemented either quickly or entirely. A great deal still has to be done. In exaggeration to say that what the Flowers committee has recommended, if accepted, would amount to a revolution in medical education. The present basic medical education is a process of dehumanization.

Decisions of this magnitude could not be reversed effortlessly. Yet the important implications are not only for the individual but for the institutional structure of medical education but also for the style of teaching and research and even for the ethos and ethos of individual hospitals. Which can have a direct influence on the kind of care rendered to patients.

The issue confronted by Flowers has to be examined from two angles: that of the university and of the NHS. At first we appear to be more preoccupied by the second perhaps the more influential. The first two problems faced by Flowers are the high cost of medical education, the large (perhaps excessive) number of students of schools of medicine, the university's economic predicament. The dilemma may be simply stated but not, sadly, simply solved. Medical students make up 10 per cent of the total number of students in the university but the cost of their education amounts to more than 35 per cent of the university's budget. In

In addition there are a large number of medical schools and institutes many with a very small number of students and anachronistic academic standards.

These are problems we closely entwined but they are distinct. The survival of a large number of small and possibly aneconomic units would cause concern even if there were no urgent need to make economic expenditure. The latter problem has been recognized for many years and was the focus of attention of the Royal Commission on the Medical Education of the United Kingdom 12 years ago. It has been recognized for some time that there were sound educational reasons both for concentrating medical schools in fewer and larger units and also for integrating closely with appropriate academic departments in other schools of the university. Too many London schools lack adequate staff in, and space for, the pre-clinical areas like pharmacies and community medicine.

On the other hand it was, and is, argued that medical education (especially perhaps in London) had an especially noble and style which was a close reflection of the society. It is entirely anachronistic organization of medical schools. This very important debate is quite separate from the immediate need to make economies.

After the Flowers Committee could hardly fail to give great weight to this latter consideration. Medicine is an extremely expensive specialty. On the whole its great expense is legitimate. Part of the reason is that as a discipline it is based on expensive science and technology. Part is that it also requires human resources—patients—and the melting of these resources with the needs of the community. The Nuffield has highly detailed small-scale organization, that is also expensive. Part, although a small part, reflects their perhaps avoidable cost of institutional diversity. Those who question what is £5m may be right. But what if the Flowers' proposals are implemented may turn out to be right. But surely the principle of good housekeeping in a time of austerity need in an area where there may be many cobwebs must be supported.

This leads on to the third problem faced by Flowers which arises from the NHS perspective: how to adjust the size of medicine to a dwindling number of hospital beds in the capital? Again, this is a

chronic problem that has certainly been exacerbated by the most recent cuts in health expenditure but has existed for some time. The Government has, however, plans had been made, and to some extent implemented, to reallocate resources from London to the provinces.

Although some attempt was made to exempt medical education resources from this exercise it was never realistic to hope that medical education would be insulated from this reallocation in London's medical services. The linkage between students and beds is just one of the many links of resource allocation. The number of student beds in London is to be further reduced by up to 25 per cent. The impact on medical education will be immediate and dire. The Government is therefore right to insist that the implications of this should be faced bravely and squarely.

However, some quantitative data are available. The Royal College of General Practitioners Working Party under Labour has already run into trouble. The attempt to protect medical education and enthusiasm for new, multi-story district hospitals with up to 1,000,000 visits a year has been abandoned, and valued local hospitals have been closed. The recentment this has caused is insufficiently recognized by Flowers. The latest round of cuts have now begun to bite into the teaching hospitals themselves. The situation is becoming desperate, and which was already considerable is likely to become more intense. It is hardly safe to assume that the present policy of drastic cuts in the number of acute beds in London will persist for long. Flowers may be right to argue that radical change in the structure and size of medical education in London is necessary as a result of shifting patterns of demography and NHS functions. But it is equally likely to be wrong to base his recommendations too firmly on present trends. The NHS in London is in a state probably of crisis and certainly of flux.

Yet the fact remains that sooner or later there must be some action to reorganize medical education in London. This must be done fairly quickly. The Flowers plan may appear drastic—but this is partly because the structure of medical education in the capital has remained unreformed for so long. Although the case for a drastic debate is clearly required, it is a fair assumption that something similar to the Flowers proposal will in the end be the only feasible way forward. But the case for drastic change is not the case for much on educational or on financial and administrative grounds.

Rooting out truths behind jargon



Richard Hoggart

Reactions to a number of issues with which I've been involved have brought home more sharply than usual the condition of much of our land. I'm talking about education, its financing, its administration, and communications. The analysis of the roots of this needs more time and a different train from my own state's philosophy of education, its glossary—but here are some notions towards one.

I'll start with "Boo" words. Some "emotional" or "emancipatory" words are common to the Assembly Council for Adult and Continuing Education (as the discussion document about the role of continuing education was called) and beyond, and responses to the questions and possibilities it set out. The document raised all the usual points about

recovery. But it also, less favorably, said that there were "types of educational provision we need to those who are not used to the kind of life in a mixed society. And an odd comment in one: polytechnic, not to their response on behalf of their nation, addressed itself to the "emotional" paragraphs. But the simply couldn't bend "ought" bit, the "owing" but they ended by saying they thought the document marred by those "emotional" paragraphs. There are more questions of which we don't want to come which disturb us.

Next comes a chapter of eye-tying in roughly the same general direction, but very heavy and slightly different—simply. These words too are used to aside arguments which lay away issues on the floor, which don't behind Jürgen Kuczynski, "I'm like Chekov," "You're a goodly, my friends, it is shameless live like that" which won't off the hook, in short, which sent starkly issues we would

Then there are groups of people who blur the difference between intellectual or imaginative limitations and class distortions, and impute the latter to avoid focusing on the former. This is a dangerous distinction, even intellectual or creative must be a form of snobbery. Only the other day I heard a broadcaster give a performance of a large audience, chiefly of the middle class, and then, in a frosty, ill-equipped, set out of tune, defend the "mediocre" and "trite" in television. But route the "high" passing reference to the "flawed" arrogance of the Pilkington report. The "mediocre" is "the gooder" and "olitar", but it is not get that far. Now anyone can read English competently and that the Pilkington report that the presentment of the public documents on the national democratic interest and the public service in broadcasting, decided that it includes the analysis yet made of the mass media, the highbrowism, but firm for the cent of differences in quality and styles of broadcasting. That it hurts the report critics: however, the simple feedback from mass audience is not self-justifying. So have to abuse Pilkington but though he said some things as free than others, he refused to say anything as free as the vulgar lowbrow art, cynical

[illegible]

A slow road to partnership

"Hooray for Lawrence!" said
 "A Lawrence for Lawrence!"
 (February 23). Hooray! and
 and on a 14, three my cap on
 and then just himself, one
 is professional, carol, and
 spoken for that firmness
 encloses and I like
 telescopes of Lk. Criss and
 industry, or the
 secular clerics. Illuminating
 manuscripts of Art. These
 struggle across the channel
 monks, dressed like estate
 Yes, Lawrence, and so
 artist, but Lawrence more than
 meters for living—or what
 making the world, or what
 t all. To make of them
 it is to make of them
 eyes, ghost, and
 When we really want
 North-Sagar points out, time is
 worth what we read, what is
 bodied purpose so that the
 killed over as it will,
 send exhaust as it will,
 We should welcome this
 faithfully,
 JOHN TAYLOR,
 Rosedale Gardens

Two years after publishing his
comprehensive document, *Partnership
in Education*, the Council, for
National Academic Awards has
made his first ever "institutional
visit", and received a personal
affirmation of his scrutiny of courses
in Sheffield City Polytechnic. It
accepted the recommendations with
the polytechnic staff to alter the
mode of teaching without prior
council approval and help produce
the reports. The institution's
work during future course visits
is a small step, but one which
offers the first concrete evidence
that the Council has been serious
in its desire to develop more ac-
ademic responsibilities to "mature"
colleges in the public sector.

The long and tortuous ges-
tures that appear to be minor pro-
cesses of relaxation may encourage
some staff in public sector colleges
to view the council's new approach
as a validation, as a stunting an-
nouncement. They would be mistaken.
From the outset, Dr. A. A. decided
opt for an evolutionary move toward
a revolutionary move toward
greater academic responsibility
with the colleges.

With responsibility for more than
polytechnics and colleges where
degrees are awarded, it is hard
to see how the council can

decided otherwise. Even within the polytechnic sector—the "top end" of the maintained system—there are wide differences in the ability and willingness of institutions to guarantee their own future. Only those grasping the nettle, and making what are bound to be contentious decisions about which colleges are indeed academically mature, can the council adopt a selective and responsible policy towards funding and valuation.

The sharing of the council's new policy is too powerful a commitment for institutions, which has been charged with the task of building up a clear picture of progress in individual colleges, and making those difficult decisions about how best to react to the threat of a possible CEEA scrutiny. The committee has already begun a series of institutional reviews, of which Sheffield was the first, to colleges which have made bids for more academic self-determination.

Because of its wide and flexible remit, the committee is likely to become a focus for bitter institutional rivalries. The time will probably come when it grants one polytechnic a degree of freedom which it denies to another. Polytechnic directors, with a few exceptions, are not used to being

financial and political, rather than academic status, may try to prevent the CNAA from making odious comparisons between colleges. But the CNAA is in the business of making comparisons, and it is going to go down the path of partnership in validation. For the alternative to flexible and selective scrutiny of individual colleges would be to retain colleges within a formal and unyielding structure of regulation which would be more like the capture, institutionalize and strip away the incentive for less advanced colleges to think seriously about regaining that own standards.

To say this is not to discount the difficulties. "Academic hurtling" is a nebulous property which cannot be measured and interact with scientific precision. The council's approach means that there will have to be complex negotiations between institutions and the accreditation committee, and doubts there will also be mistakes and injustices. But the CNAA will have to have on the side of cutthroat, and realistic demands for a wholesale loosening of its controls. The CNAA is the Custodian of excellence in the maintained system, and without its presence the credibility of public higher education would be seriously jeopardized.

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argue that for a while we ought to spend time thinking more about the "big picture" since they too have been neglected over the past two or three decades. More important: these are not *alternatives*. We have to do right by the great bodies of people and also train cleverer people to do it. There are good reasons for several good reasons. What pains we have come to when writers of education set these *issues against* each other, instead of in complementary? With friends like this on file left, we do not need enemies from the right.

In the face of this kind of double fighting, the people in the middle have often *reemerged* into an unhonored, on-the-one-hand-or-the-other, twisting and turning. They do not want to be caught in a position where no one is going to be held at them, but they do still want to think that educational matters, has to be worked for, is not handed out like Green Sheet stamps. The result in the rash of one-policy-after-another has been in much current educational writing: "It can perhaps be negotiated that . . . It is possible to enmesh however, that . . . and the rest. It to time we got out from behind a curtain perhaps and of how we are to put the people in the technical mappings-and-movings along quickly to right and to left.